REPORT RESUMES

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PROCEEDINGS OF THE ADVANCED WORKSHOP IN JUNIOR COLLEGE ADMINISTRATION (UNIVERSITY OF CALIFORNIA, BERKELEY, JULY 10-28, 1967).

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CALIFORNIA UNIV., BERKELEY, SCHOOL OF EDUC.

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THE CASE STUDY METHOD WAS USED IN THE CONSIDERATION OF EIGHT PROBLEMS IN JUNIOR COLLEGE ADMINISTRATION. FOR EACH PROBLEM, THIS REPORT SUMMARIZES THE SITUATION PRESENTED TO THE WORKSHOP PARTICIPANTS, THEIR DISCUSSION, AND THE ACTUAL OUTCOME OF THE PROBLEM CASE. SUMMARIES ARE ALSO PRESENTED FOR PAPERS OR DISCUSSIONS ABOUT INNOVATION, ACCREDITATION, RESEARCH, FACULTY-ADMINISTRATION RELATIONSHIPS, AND ARTICULATION. OUTLINES OF INDIVIDUAL STUDENT PROJECTS ARE APPENDED. (WO)

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1967 Proceedings of the Advanced Workshop in Junior College Administration

JUNIOR COLLEGE
LEADERSHIP PROGRAM

JC 680 142

SCHOOL OF EDUCATION
UNIVERSITY OF CALIFORNIA
Berkeley, California 94720

UNIVERSITY OF CALIF.
LOS ANGELES

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ADVANCED WORKSHOP IN JUNIOR COLLEGE ADMINISTRATION

PROCEEDINGS
SUMMER 1967

Leland L. Medsker
Dale Tillery
Richard Gott

and

Clyde Blocker
Guest Director

Junior College Leadership Program
University of California
Berkeley, California 94720

INTRODUCTION

The Junior College Leadership Program at Berkeley was host for the fifth consecutive year to the Advanced Workshop in Junior College Administration. The participants had earlier attended summer workshops at either Stanford or U.C.L.A. The diverse backgrounds of the participants are apparent through a perusal of the roster. Some were instructors, others student personnel workers and administrators, and still others were deans of instruction. The geographical spread ranged from Hawaii to Virginia and from Alaska to Arizona.

Since the participants brought with them a variety of assignments and experiences, it was felt that the workshop should, in several ways, capitalize on this diversity. It should be noted that the beginning workshops had, through a variety of techniques, provided a common base of knowledge for the participants. The case study was adopted as a primary technique in utilizing the experiences and interests of the group.

Each participant was requested to prepare a case study for use at the workshop. The procedure for preparing and discussing the cases is described later in the proceedings. To add dimension to the workshop, consultants were engaged who could focus on broad areas of junior college administration. In addition, junior college administrators, guest specialists, and members of the staff of the Center for Research and Development in Higher Education met with the group to explore specific topics. This exposure to a broad spectrum of people and ideas was contained within a framework of objectives set by the Berkeley staff after experience with similar advanced workshops.

In summary, the workshop had several goals. One was the synthesis of ideas and concepts about junior college administration gained during the beginning workshops. A second was to explore the administrative process in depth and perhaps from different perspectives. The third goal was to help participants refine their own philosophies of administration. A fourth objective was to develop insight into the complex interpersonal relationships among administrators and other individuals or groups in college settings. A final goal was the development of new administrative skills.

We were indeed fortunate in securing the services of Dr. Clyde Blocker as guest director for this summer's workshop. Dr. Blocker was formerly Co-Director of the Junior College Leadership Program at the University of Texas and is currently President of Harrisburg Community College in Harrisburg, Pennsylvania. Dr. Blocker brought with him great expertise in the junior college field from both a theoretical and practical approach.

Leland L. Medsker

Dale Tillery

Richard Gott

ORGANIZATION OF PROCEEDINGS

Advanced Workshop in Junior College Administration
University of California, Berkeley
Summer, 1967

I. Introduction

II. Roster

III. Schedule of Activities

IV. Case Studies

- The Case Method: A Technique
- Guidelines for Preparing Cases in Junior College Administration
- Case Studies Presented:
  - Case
  - Outcome
  - Discussion Summary

V. Summaries of Special Presentations

- Innovation at Oakland
  - Dr. Vaughn Whited
- Report on Accreditation Study
  - Dr. Lloyd Messersmith
- Recent Research on the Junior College
  - Dr. Dale Tillery
- Faculty-Administration Conflict
  - Dr. John Lombardi
- Central City Community College: A Case Study in Junior College Administration
  - Dr. Clyde Blocker
- Innovation in Higher Education
  - Dr. Warren Martin
- Articulation
  - Dr. Fred Kintzer
- Open Forum
  - Dr. Leland Medsker

VI. Project Summaries or Progress Reports

VII. Evaluation of the 1967 Workshop

II. ROSTER

ROSTER

Advanced Workshop in Junior College Administration
University of California, Berkeley
July 10 - July 28, 1967

Name & Institution	Residence
Brown, Jack S. General Education Division Clatsop Community College Astoria, Oregon 97103	249 West Exchange Astoria, Oregon 97103
Butler, Miss Nancy Lee Associate Dean of Students Glendale Community College Glendale, Arizona 85301	917 W. Glendale, #10 Phoenix, Arizona, 85021
Desfor, Donald M. Educational Administration Cerritos College Norwalk, California 90650	1400 Marshall Place Long Beach, California 90807
DuVall, David E. Administrative Assistant and Director, Health & Physical Education Skagit Valley College Mount Vernon, Washington 98273	Route #6 Mount Vernon, Washington 98273
Fouke, George L. Graduate Student University of Colorado Boulder, Colorado 80302	2265 Marine, Apt. B. Boulder, Colorado 80302
Gadol, Sam Louis Counselor Santa Barbara City College Santa Barbara, California 93100	215 Bath Street Santa Barbara, California 93101
Green, Rev. Peter M. St. Gregory's College Shawnee, Oklahoma 74801	St. Gregory's Abbey Shawnee, Oklahoma 74801
Hart, Edward A., Jr. Director of Athletics Chabot College Hayward, California 94545	7438 Mancini Court Dublin, California 94566
Hinsdale, Mrs. Rosejean C. Associate Dean of Students Phoenix College Phoenix, Arizona 85013	4235 N. 68th Place Scottsdale, Arizona 85251

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E. 13112 Saltese Road
Spokane, Washington 99216

Pothen, Miss Mary N.
Director, Counseling Services
Marymount College of Virginia
Arlington, Virginia 22207
916 Park Avenue
Falls Church, Virginia 22046

Skinner, Charles H.
Chairman, Division of Life Science
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334 Heather Road
Everett, Washington 98201

Williamson, Jack E.
Assistant Superintendent and
Dean of Instruction
Merced College
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Merced, California 95340

III. SCHEDULE OF ACTIVITIES

Advanced Workshop in Junior College Administration
University of California, Berkeley
July 10 - July 28, 1967

Schedule of Activities

July 10 **Monday**

8:00 - 9:30 a.m. Registration - Davidson Hall, 2650 Haste

9:30 - 10:00 a.m. Coffee

10:00 - 10:30 a.m. Welcome and Introductions

10:30 - 11:45 a.m.

1. Issues in Junior College Education - 1967
   Leland Medsker

2. The Case Method in the Study of College Administration
   Dale Tillery

3. Focus on Administration
   Clyde Blocker

2:00 - 3:30 p.m.

1. Orientation to the Workshop

2. Participants' Organization and Role

3. Project Reporting
   Dick Gott

July 11 **Tuesday**

9:00 - 11:45

"THE CASE OF THE TACTFUL DEAN"

Moderator:	Clyde Blocker
Recorder:	Jane Johnson
Resource:	Rev. Peter Green

July 11 Tuesday (cont.)

1:30 - 3:00 p.m.

"INNOVATION AT OAKLAND"

Guest Speaker:	Dr. Vaughn Whited
Recorder:	Edward Hart

July 12 Wednesday

9:00 - 11:00 a.m.

"THE CASE OF THE UNINFORMED SALARY COMMITTEE"

Moderator:	Lloyd Messersmith
Recorder:	Sam Gadol
Resource:	Jefferson Overholser

11:00 - 12:00 a.m.

"REPORT ON ACCREDITATION STUDY"

Guest Speaker:	Lloyd Messersmith
Recorder:	Jack Brown

1:30 - 3:30 p.m.

"RECENT RESEARCH ON THE JUNIOR COLLEGE"

Guest Speaker:	Dale Tillery
Recorder:	Nancy Butler

5:00 - 6:00 p.m.	Reception
6:00 - 7:30 p.m.	Dinner

Howard Room, Men's Faculty Club

July 13 **Thursday**

9:00 - 11:45 a.m.

"FACULTY-ADMINISTRATION CONFLICT"

Guest Speaker: Dr. John Lombardi

Recorder: Charles H. Skinner

1:30 - 3:00 p.m.

Project Reports and/or Participant-Planned Projects

July 14 **Friday**

9:00 - 11:45 a.m.

Project Reports and/or Participant-Planned Projects

NO P.M. SESSION

July 17 **Monday**

9:00 - 11:45 a.m.

"CENTRAL CITY COMMUNITY COLLEGE: A CASE STUDY IN JUNIOR COLLEGE ADMINISTRATION"

Moderator: Clyde Blocker

Recorder: Rev. Peter Green

1:30 - 3:30 p.m.

Project Reports and/or Participant-Planned Projects

July 18 Tuesday

9:00 - 11:30 a.m.

Group Visitation to Chabot College

1:30 - 3:30 p.m.

"INNOVATION AT LANEY"

Guest Speaker: Dr. Wallace Homitz

July 19 Wednesday

9:00 - 11:45 a.m.

"SWINGER ON CAMPUS"

Moderator:	Dale Tillery
Recorder:	Rosejean Hinsdale
Resource:	Ted Locker

1:30 - 3:30 p.m.

"INNOVATION IN HIGHER EDUCATION"

Guest Speaker:	Dr. Warren Martin
Recorder:	Dexter Moser

July 20 Thursday

9:00 - 11:45 a.m.

"ARTICULATION"

Guest Speaker:	Dr. Fred Kintzer
Recorder:	George Fouke

July 20 Thursday (cont.)

1:30 - 3:30 p.m.

"THE CASE OF THE DEPOSED DRAMA TEACHER"

Moderator:	Clyde Blocker
Recorder:	Mary Pothen
Resource:	Edward Hart

July 21 Friday

9:00 - 11:45 a.m.

"ONE POTATO, TWO POTATO: OR, HOW A FACULTY SELECTION COMMITTEE IS IGNORED WHEN THE ADMINISTRATIVE CHOICE IS NOT CHOSEN"

Moderator:	Rudolph Melone
Recorder:	David DuVall
Resource:	Donald Desfor

NO P.M. SESSION

July 24 Monday

9:00 - 11:00 a.m.

"THE CASE OF THE NO-TELL MOTEL: OR, BEDLAM--WHO PAYS?"

Moderator:	Dick Gott
Recorder:	Richard Jacobsen
Resource:	Jane Johnson

11:00 - 12:00 Noon

Project Reports and/or Participant-Planned Projects

July 24 Monday (cont.)

1:00 - 3:30 p.m.

"RESEARCH FOCUS IN HIGHER EDUCATION"

Guest Speaker: Dr. Gilbert Paltridge

July 25 Tuesday

9:00 - 11:45 a.m.

"THE CASE OF THE 'ODD' HOC COMMITTEE

Moderator: Dick Gott

Recorder: Ted Locker

Resource: Sam Gadol

1:30 - 3:30 p.m.

Project Reports and/or Participant-Planned Projects

July 26 Wednesday

9:00 - 11:45 a.m.

Visit to San Francisco City College

1:00 - 3:30 p.m.

Project Reports and/or Participant-Planned Projects

July 27 Thursday

9:00 - 11:45 a.m.

"RUFFLED FEATHERS"

Moderator:	Clyde Blocker
Recorder:	Jack Williamson
Resource:	Charles Skinner

1:00 - 3:30 p.m.

OPEN FORUM

Guest Speaker:	Lee Medsker
Recorder:	Alvin Okeson

July 28 Friday

9:00 - 10:30 a.m.

Project Reports and/or Participant-Planned Projects

11:00 - 12:00 Noon

WORKSHOP EVALUATION

Recorder: Jefferson Overholser

NO P.M. SESSION - CLOSE OF WORKSHOP

IV. CASE STUDIES

The Case Method: A Technique

Guidelines for Preparing Cases in Junior College Administration

Case Studies Presented

- Case
- Outcome
- Discussion Summary

THE CASE METHOD: A TECHNIQUE

Past experience has given weight to the use of the case method of instruction as one way to achieve the outcomes desired for advanced Junior College Leadership Program workshops. As stated earlier, the objectives of the advanced workshop were to help participants refine their own philosophies of administration, to develop insights into complex interpersonal relationships, and to develop skills in administrative functions. The use of participant-written short case studies seemed appropriate to reaching these goals.

As used during this workshop experience, the chronology of the case preparation could be traced rather clearly. In the spring preceding the workshop, guidelines for preparation of a case in junior college administration as well as a sample case were sent to each participant. In turn each participant was asked to write a case for use during the workshop. As the experience of participating actively in the preparation of a case became a reality, an active correspondence developed. Through this type of exchange the original case was sharpened, clarified, and rewritten so that it would provoke productive discussion at the workshop. One innovation which had been successful in the past was continued. This was the division of each case into two parts. By using the body of the case to build to the point of decision-making or speculation as to the outcome, the outcome itself was then available as a separate discussion tool.

One special, but common, characteristic of the cases prepared is the sharpness of focus. They might be seen as midway between the more typical cases on institutional administration and the critical incident technique. They are limited in focus, time, and place. They have rather brief but clear sets of actions and attributes of people and interpersonal relationships which can be accurately described. The use of the resource person as described below permitted the accumulation of knowledge about the institutional context of the case during the discussion.

After the group members had been given the opportunity to prepare a case for use during the workshop, they were provided with cases written by other participants. Immediately prior to the workshop, each participant was given a packet of cases to be used during the session. This packet included the schedule of case presentations and the names of those responsible for various aspects of the case discussion. For each case there was a moderator, a resource person, and a recorder. The resource person was the one who knew most about the facts of the case and could be called upon whenever the group needed additional information or greater understanding of the institutional context of the case. The recorder was asked to concentrate on three areas: a) to keep a record of the key issues and problems stimulated by the case, b) to note alternative solutions or actions available to the significant characters of the case, and c) to add information which clarified the outcome. The moderators for the case discussions played active roles in helping the participants relate concepts to the cases. In addition to the direction given by the moderator, the cases themselves tapped related experiences of group members.

The second part of the case, that is, the outcome, was not distributed until various solutions had been offered. Near the end of the discussion the outcome was offered which could then lead into an analysis of the actual outcome. This method was found to be quite effective in getting many people involved in the case very rapidly and for providing much speculation and an evaluation of the alternative chosen.

Although the cases have actual situations as a base, they have been modified to stimulate interest in the discussion of certain administrative problems. In addition, all names of individuals and institutions have been changed. Perhaps related to this concern for anonymity is the respect and compassion which participants showed for the administrators, teachers, and students portrayed in the cases.

JUNIOR COLLEGE LEADERSHIP PROGRAM
University of California
Berkeley, California

GUIDELINES FOR PREPARING CASES IN JUNIOR COLLEGE ADMINISTRATION

A. Reasons for Using the Case Method and for Selecting Specific Cases.

a. To assist workshop participants in refining their own philosophy of administration.

b. To develop insight and sensitivity into the complex interpersonal relationships between the administrator and:

   1. faculty members (individuals and groups)
   2. fellow administrators
   3. members of governing boards
   4. representatives of the community
   5. students

c. To help develop self-awareness of the participant's own style of working productively with others.

d. To assist the participants in developing skills in functioning as administrators.

B. Criteria for Selecting Specific Cases.

a. A case should focus on administration in the junior college or related activities and should have particular reference to interpersonal relationships between administrators and others in the college setting.

b. The dimensions of the case should be restricted to a specific situation or incident. It should be limited in focus, time, and place. It should have a clear set of actions and inferred attributes of people and interpersonal relationships which can be accurately described.

c. The case should include a brief, but interesting and precise description of the social, organizational, and historical context for interaction.

d. The case should be written in such a way that it invites discussion and hypotheses of the outcome. In an addendum, a brief description of the actual outcome should be given if possible.

e. The case should have important implications for administrative actions and theory.

C. Suggestions for the Preparation of Cases.

Each case should have the following:

a. An appropriate plot. It should present real problems in real situations.

b. Interest, vitality, and the ring of validity.

c. Accurate facts and careful observations of human factors--for example, inferred attitudes of participants, description of interaction, emotions suggested by choice of language, gestures, etc.

d. A sharp focus within an institutional context.

e. An explicit perspective. What one looks for and sees is determined by one's perspective--either implicit or explicit. Reller suggests the following acceptable perspectives for cases: historical, problem framework (solution or decision demanded), thematic (facts are to illuminate events pertinent to a theme), process (focus is on general administrative processes such as communication or decision-making), causal (cause and effect relationships emphasized).

f. Known sources of data. It is important to use quotes or comments such as : "The chairman of the English Department believed that the dean violated an agreement." Rather than: "The dean violated an agreement with the English Department."

g. The case should avoid arousing predispositions and emotions in the seminar, but should not make dull reading.

h. Clarity in writing. This results from focus, clear chronology of events, accurate report of perception of events by participants, and brief commentaries by the case writer to point up issues or questions.

D. Tentative Outline for Writing Cases in Junior College Administration.

These variables need not be in sequence, but should be included in a case.

a. Title. In a lively way it should convey the focus of the case.

b. Participants. We must know the essentials of their behavior, qualifications, feelings, and emotions.

c. Case context. We must know the important factors of the college and community environment which are significant to the situation being described in the case, its development and outcome.

d. Perspective. The orientation of the case writer should be explicit.

e. Length. The case should be no longer than three pages, double spaced.

f. Outcome. On a separate page the actual outcome for the situation and for participants should be described fully.

CASE STUDIES PRESENTED

1. The Case of the Tactful Dean*
   Discussion Summary - Recorder, Rev. Peter Green

2. The Case of the Uninformed Salary Committee
   Outcome
   Discussion Summary - Recorder, Sam Gadol

3. Swinger on Campus
   Outcome
   Discussion Summary - Recorder, Rosejean Hinsdale

4. The Case of the Deposed Drama Teacher
   Outcome
   Discussion Summary - Recorder, Mary Pothen

5. One Potato, Two Potato: Or, How a Faculty Selection Committee Is Ignored When the Administrative Choice is Not Chosen
   Outcome
   Discussion Summary - Recorder, David DuVall

6. The Case of the No-Tell Motel: Or, Bedlam--Who Pays?
   Outcome
   Discussion Summary - Recorder, Dick Jacobsen

7. The Case of the "Odd" Hoc Committee
   Outcome
   Discussion Summary - Recorder, Ted Locker

8. Ruffled Feathers
   Outcome
   Discussion Summary - Recorder, Jack Williamson

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* No outcome for this first case study. Possible outcomes were suggested by the group.

Junior College Leadership Program
University of California - Berkeley

THE CASE OF THE TACTFUL DEAN

The persistent ring of the telephone violated the silence of the president's office this brisk, fresh Oklahoma morning. Father Brendan, the president of St. Michael's College, reached for the receiver thinking that these few moments of peaceful calm were probably over for today.

"Father Brendan speaking..."

"This is Hamilton Crow..."

HAMILTON CROW--the internationally known atheistic philosopher's name shot through the president's mind like an electric impulse. He tensed in his chair and instinctively said, "How do you do, Mr. Crow"--as his thoughts tumbled--"Why is the author of Christian Atheism and of The Default of Christianity calling me?"

The voice continued: "I find that I will be in Seminole this next year. The doctors have told my mother that she has about one more year to live and I want to be with her. I am calling to ask about the possibility of teaching at St. Michael's part time during this next year. I would be grateful for the intellectual stimulation of being associated with your faculty and for the challenge of lecturing to your students. The salary is of no importance."

Hamilton Crow's voice continued: "Perhaps my known atheistic writings and views would be out of place in a church-related junior college. However, my reading of present trends in Christian education makes me think that you have adopted a more liberal attitude towards those who do not share your convictions. Will you call me if you consider my request?"

The usual never-at-a-loss-for-words Rev. Brendan Forsythe, O.S.B., President of St. Michael's, was greateful that all he really needed to say was, "Thank you for your call, Mr. Crow. Indeed I shall be in touch with you."

Thoughts raced through Father Brendan's mind. "What stimulating discussions our small community could have with such a high-ranking philosopher! Such an unusual opportunity for our students to understand the views of a man who is a convinced atheist."

Turning back to the telephone, he dialed the college operator. "Please find the Academic Dean and ask him to come to my office immediately."

Seconds later Father Paul stood in the doorway. "Did the Xerox foundation come through with that million dollars and make us solvent? I can't think of any other reason for such an urgent message."

"What I found isn't measured in dollars." Laughter lit Father Brendan's eyes, for money was one of his continuing problems.

The quick recounting of the telephone message sent chills through Father Paul's body. "What an opportunity! Hamilton Crow! Our philosophy program will be tops in the state."

Then, next, and at the same moment, both men thought of the chairman of the philosophy department. Without speaking, they both knew that he must be consulted. Like the northern cold fronts that sweep Oklahoma plains, plunging the temperature degrees in minutes, their identical thoughts showed in the dampened enthusiasm in their eyes. "Of course we'll have to talk to Father Thomas." Together they uttered the same thought.

Many seemingly insurmountable school problems had been faced by these two early middle-aged religious administrators. They had known each other as confidants, students, fellow teachers, and close friends for twenty years. Momentarily they paused to assess the situation of knowing that Father Thomas would never consider what they so enthusiastically proposed. His Thomistic principles were clear, precise, definite--and he defended them with articulate zeal. The lines of battle were drawn before the war had begun.

"Let's call Father Thomas before we go any further in this disucssion." Again it was a simultaneous reaction.

Father Thomas soon appeared. His steadfast devotion to the teaching of the angelic doctor, St. Thomas Aquinas, almost seemed to be etched in his face. Nationally recognized as an authority in Thomistic philosophy, he was a formidable intellectual adversary for anyone.

Greetings were exchanged. Father Brendan gave a résumé of his conversation with Hamilton Crow. As both anticipated, Father Thomas was brief, clear, and adamant.

"I must oppose this for three reasons. First, consider the subject matter. A university should be a center for universal knowledge. To deny the existence of God is to limit the knowable to only the contingent and mundane. We cannot allow an atheist to lecture here because he does not understand man in his totality, and this lacuna in his framework of thought will influence his opinion about all of reality. You both recognize this as Cardinal Newman's argument for the existence of a chair of theology at every university, so I shall not elaborate.

"Secondly, I oppose because what you suggest is contrary to the purposes of this college. Read the purposes again and tell me what you mean by educating young men in a tradition of Christian humanism. You both know that the presence of Hamilton Crow is inimical to the primary purpose of St. Michael's.

"Thirdly, consider an ad hominem argument. Our students come from modest Christian homes and they are of average ability. Either their parents or they themselves worked and saved to finance a Christian education. The parents will be justifiably upset since they hoped their sons would receive a Christian education here. You may think that I am being too paternalistic, but I know our students as well as you do and I don't think they are capable of handling the arguments of an intelligent atheist. They may lose their faith while in a Christian college. Remember the words of Christ about scandalizing the little ones.

"You see that I cannot accept Hamilton Crow as a member of my department, even on a temporary basis."

"We cannot refuse this opportunity. We cannot--and still speak about academic freedom," was Father Brendan's firm rejoinder. Both men turned to Father Paul. The Academic Dean could be a staunch ally for either; tenacity was one of his strongest personality traits.

Respect for Father Thomas' philosophical position and religious convictions, equal respect for Father Brendan's views on freedom in academic matters assaulted Father Paul.

This small community of priests was accustomed to philosophical and theological debates. Oftentimes one or the other would take the role of devil's advocate to enliven discussions--this was intellectual sport for its members. But this issue was real. This potential crisis could split the community in half, and on both sides were sincere men--men of highly developed intellects and well disciplined minds.

The matter could be settled, however, if the Academic Dean could find the right words and the proper compromise as both men turned to look at him.

Junior College Leadership Program
University of California - Berkeley

Discussion Summary
July 11, 1967

Moderator: Dr. Clyde Blocker
Resource: Father Peter Green

THE CASE OF THE TACTFUL DEAN

The Reverend Peter Green, resource expert, presented preliminary information relevant to the case study.

Key Issues

Role playing techniques were employed to define the following key issues:

1. Academic freedom
2. Goals of the institution
3. School *in loco parentis*

Discussion

The proposed hiring of the internationally famous atheistic philosopher, Hamilton Crow, created intense debate.

The arguments in favor of Crow's employment were:

1. The search for truth should be universal.
2. The image and prestige of the institution would be greatly enhanced.
3. A community service would be rendered.
4. The institution would be released from its provincial shell.
5. The ecumenical spirit of the times would prevail.

The arguments opposing Crow's employment were:

1. Atheistic views would be contrary to the college's purposes.
2. The subject matter would not be universal.
3. Immature students need protection from dangerous thoughts.
4. It could result in the loss of financial pledges.

5. Community censorship could have far-reaching effects.
6. It would be setting a precedent.
7. Faculty morale would be impaired.

Recommendations

The group did not arrive at a final solution.

The following suggestions were offered:

1. Thorough preparation to avoid explosive reactions.
2. Lay ground rules; guided lecture-discussion format.
3. Establish administrative policy to cover similar situations.

Jane A. Johnson
Recorder

Junior College Leadership Program
University of California - Berkeley

THE CASE OF THE UNINFORMED SALARY COMMITTEE

Itzagood Community College is a comprehensive community college located in a metropolitan area in a western state. It serves a large community college district covering several counties. The counties have a great diversity of industry, interests, and standards of living.

The college has a daytime enrollment of nearly 4,000 students; half of the student body consists of vocational-technical students. Itzagood is located in the geographical and population center of the community college district and serves various industries such as mining, farming and lumbering. The college originally was an outgrowth of a trade school, where students were able to obtain trade skills necessary for immediate employment in the surrounding area.

Through legislative action, community colleges are to serve as comprehensive institutions, thus interlacing a variety of programs for both the academically oriented student and the technical-vocational student seeking eventual employment. Itzagood has worked very closely with surrounding four-year colleges and has established good rapport with them because of a quality academic program. Due to the success of the vocational program, labor and the various industries of the area have become vitally interested in promoting the college, the faculty, and new programs of instruction.

The local faculty committee works annually on a new salary proposal to be presented to the faculty for their consideration, with the ultimate hope that the schedule will be approved by the college board of directors. The salary committee works well together, with great cooperation, which reflects the good feeling found generally within the entire staff. The salary committee is composed mostly of faculty from the academic areas, with some representation from the vocational areas. Those from the vocational areas have had both academic and skill backgrounds. After many hours of deliberation, a salary proposal is presented to the entire faculty for their perusal.

The salary proposal presented this particular year was based primarily on educational and degree factors. The ensuing problem which occurred may well be one that is common to all community colleges with similar comprehensive programs.

Mr. English of the English department said, "I feel that salary should be based upon academic preparation, experience, and degrees earned."

Mr. Electric of the electronics department observed, "I have served many years in industry as a specialist in my field. I believe salaries should also be based upon experience, knowledge in the field, and consideration of years of service to the college." He had been with the trade school formerly.

The problem became more involved when one considered that the electronics instructor was closely associated with the local industry and has worked as a member of a local union. His salary was based upon the union scale as was typical for many of the vocational instructors.

Mr. Weld of the welding department spoke up, "I have had no actual collegiate academic training. I have spent my time in actual industry preparing myself to be well qualified in my field."

Mr. Socio of the sociology department agreed with Mr. English. Mr. Socio insisted, "Faculty without collegiate academic training should be restricted as to their starting and ending point on the salary schedule, unless academic preparation is completed."

Mr. Weld, who due to his skill was on a moderately high salary schedule and felt that his placement on the schedule should be based mainly on experience, said, "I can always go back into industry and make more than I am making here."

Dr. Pres, president of Itzagood Community College, was concerned. He was interested in having a quality staff in both vocational and academic areas. He understood that to attract competent and well-trained instructors from industry a wage-level base equal to that found in industry must be available to them as a faculty. Dr. Pres was facing the dilemma of satisfying the needs and desires of both faculties to insure the continued good feeling in the college, the community, industry, and surrounding areas. Of course, unlimited funds were not available for salaries. To further complicate the problem, while most of the vocational faculty had little or no formal training, several had acquired academic degrees, and several others were pursuing academic degrees.

OUTCOME

THE CASE OF THE UNINFORMED SALARY COMMITTEE

After consulting with the faculty association, Dr. Pres suggested that the salary committee be increased to include a better representation of the vocational personnel; thus the views of this segment could be brought before the committee with better opportunity for interaction. In his quest for a better institution, Dr. Pres has always insisted that all the faculty should be treated fairly, have equal standing, and receive salaries at a level enjoyed by industry and other colleges.

Through salary committee meetings the faculty soon became aware of each other's needs and desires. Greater appreciation for the skills, training, and academic preparation between the two faculty segments was realized. Certainly equal consideration would be given to all faculty on the basis of longevity, education, experience, and salaries in effect for like positions held with labor and industry.

It is too early, at this point, to examine the final salary proposal. Communication and respect among the staff members has been greatly improved. A salary schedule designed to fulfill the needs of the entire faculty should be forthcoming.

Junior College Leadership Program
University of California - Berkeley

Discussion Summary
July 12, 1967

Moderator: Lloyd Messersmith
Resource: Jefferson Overholser

THE CASE OF THE UNINFORMED SALARY COMMITTEE

The discussion enabled the group to see beyond the printed word and to recognize and understand that at this college there was: 1) a diversity of faculty background, 2) a demographic spread within the community, and 3) differences in the attitudes of the faculty (i.e., value systems).

Issues Involved

Issues involved were: 1) status, 2) salary, and 3) participation in a decision-making process.

Suggested Solutions

The group identified several courses of action which the president might take. "Conduct a study of other colleges' salary schedules." "Look for areas of agreement." "Look for possibilities of compromise." "Assign a new committee."

Final Outcome

What actually happened? This faculty association committee finally worked out a satisfactory salary proposal and submitted it to the faculty. The faculty turned it down. The association assigned more people to work on this committee. Another agreement was reached and again the proposal was defeated by the faculty. The chairman informed the president of this impasse. The president created his own new schedule and presented it to the board. The board adopted it. Everybody was satisfied, including the faculty.

Addenda

The existing salary schedule had already provided for the academic and the vocational-technical people. However, subsequent legislation mandated a 7 percent overall increase, but did not direct how it was to be spread.

Sam Gadol
Recorder

Junior College Leadership Program
University of California - Berkeley

SWINGER ON CAMPUS

The College of the Valley had nearly always adhered to the policy of hiring its faculty from the ranks of exceptional high school and junior high school teachers in the immediate area. That is, until the arrival of the new dean of instruction, Mr. George Martin. Being an "ABD" man long on ideas and short on experience, he made the faculty a trifle uneasy as he began to proclaim that what the college needed was "new blood right off the campus"--academic majors oriented toward teaching on the junior college level.

Out of twelve new faculty members hired in the spring, eight had no previous experience. The location of the college in the Great Valley, with its foggy winters and sweltering summers, was not exactly conducive to attracting bright-eyed argonauts away from similar teaching offers near "cultural centers" where "the action really is," and also where continued work toward a higher degree could be pursued with diligence.

Miss Gloria Huff was one of the eight novice teachers hired. She was an enigma from her first interview, but her papers were good and the date was late for filling the vacancy in the English Department.

To say that Miss Huff was a hit with the faculty and students as she appeared on the first day of school would be an understatement. After all how many women English teachers owned a leather mini-skirt, wore smoked glasses in the classroom, and sat, legs swinging, on the desk while lecturing?

Soon it was reported that Miss Huff was dating students and asking overtly for the dates besides. She also reportedly went to Las Vegas on a weekender with a male faculty member, returning late Monday and subsequently missing three of her classes. The fact that Miss Huff was a passable teacher of English 50, a course designed for students needing remedial work, was hardly enough to keep her from becoming the subject of suspicious scrutiny by the division dean.

The division dean knew that the new dean of instruction didn't want to be confronted with this problem since he was deeply immersed in completing his dissertation. He knew also that Dean Martin was an active candidate for the office of president which would be vacant in the spring. The division dean also knew that Mr. Martin would not relish admitting that he had been a poor judge of character in his selection of Miss Huff, for he was already being carped at by faculty and administration alike for the "new blood" he had "infused" by hiring inexperienced teachers the preceding September.

Miss Huff was duly informed by the division dean that she probably would not be offered a contract the following year. Finally, Dean Martin, the department chairman, and the division dean all agreed that she should not be rehired. She was told that her file would have nothing placed in it regarding her "extra-curricular" activities. However, the fact that letters attesting to her lack of ability as a teacher and statements concerning her nocturnal habits had in reality already been written was conveyed to her. Miss Huff agreed that she would be happier teaching elsewhere.

At this point, two malcontents from the English Department, both male, married, and tenured, entered the picture. That both belonged to the local branch of the teacher's union did not help their image as rescuers of a damsel in distress. Having nothing to lose on their part, the two male members of the now "unholy three" decided that Miss Huff should not tender her resignation but that she should force the hand of the administration.

The dean of instruction thus found himself confronted by the union and sympathetic faculty members. The president of the college was upset at the thought of controversy during his last year on campus and wished that the situation had been handled differently.

Junior College Leadership Program
University of California - Berkeley

OUTCOME

SWINGER ON CAMPUS

By April the furor had grown so intense, as administration, faculty, and community became more involved and side issues began to obscure the original problem, that the president took a leave of absence for the remainder of the school year. An interim president was appointed. The dean of instruction did not get the presidency he coveted. The union got instant status. The teacher in point stood pat. The faculty was split into what came to be called camps of "reactionaries" and "radicals," with a few members taking refuge behind the status quo ante bellum.

At this writing contracts have not been written for the coming year and the case of the controversial teacher has yet to be resolved.

Junior College Leadership Program
University of California - Berkeley

Discussion Summary
July 19, 1967

Moderator: Dale Tillery
Resource: Ted Locker

SWINGER ON CAMPUS

Issues Suggested by Group

1. Hiring and dismissal procedures
2. Need for faculty handbook
3. Professional standards
4. Faculty orientation, in-service training, evaluation
5. Lack of communications
6. Administrative responsibility
7. Faculty role in decision-making
8. Integrity of administration
9. Loyalty in ranks
10. Private and public lives of faculty
11. Faculty-student relationships
12. Legal implications
13. Administrative competency

Discussion Summary

This problem should have been settled before reaching these proportions. Attempts to counsel the instructor were made, but no mention was made of her dress.

Concensus was that the fuss was a result of poor administrative action, for it would have been possible to terminate a first-year teacher without even having to give cause.

California legal requirements for dismissal of an instructor: 1) First year: not necessary to even show cause unless teacher decides to fight dismissal; 2) After first year: must show cause, must show due procedure followed (*i.e.*, efforts to aid teacher, evaluation of teacher, evaluation made known to teacher); 3) Give proper notice.

Incompetency was not proved. Superiors were divided on their thinking about the instructor.

Policy of using manipulation to bring about resignation dangerous administrative technique. Courts never support administration if evidence of manipulation exists.

Courts also becoming more liberal regarding individual's rights in matters of dress and morals.

Expediency is the worst kind of administration--too apt to prove trap for administrator.

Related Problems

1. Ethics of evaluation
2. Philosophy in staffing a junior college
3. Training of junior college teachers
4. Factors to consider when hiring faculty

Rosejean Hinsdale
Recorder

Junior College Leadership Program
University of California - Berkeley

THE CASE OF THE DEPOSED DRAMA TEACHER

It was at least the upmteenth time that Miss Carter had visited Dean Henry's office since the college had opened five years earlier. In fact, it seemed to the Dean she was a fixture. At times she had come crying about the "difficulties" of putting together her drama productions; at other times she had been there because Dean Henry felt it necessary to slow her down and keep her from stepping on toes in her play-producing efforts. But this fine May day it was different. She was hurt, and she was bewildered.

"Why was I assigned to a full load of speech classes for the fall?" she demanded. "I have always had the assignment of at least one play each semester. At least, I should have been consulted if there was to be a change. I don't understand... it's not fair!"

While Dean Henry patiently gave her reasons--the requirement of more speech sections due to the growth of the college, the need to offer direction of a drama production in order to land the incoming speech-drama instructor, and the chance for her to "relax for a time"--he could see that she was not to be placated easily. Nevertheless, and with a note of finality, he added that no teacher should expect to corner the market on choice assignments when there were others who were capable and anxious to be included.

After she left, Dean Henry sat back and reflected on some of the very important reasons which, in order to spare her already very hurt feelings, he hadn't given to her. It seemed to him that whenever Miss Carter had a production in the mill, he had nothing but problems. She made many demands on other teachers. Rooms used by others were completely taken over by her sets and props. Faculty members were unfairly persuaded to assist her in many ways. Unusual requests for the release of students for rehearsals had been common. Mr. Grath, her department chairman, complained of the slipshod way in which the rest of her duties were handled. Required reports had come in as much as a month late--and then only after much prodding. Many times she had been late to her classes, and on two occasions she had failed to arrive at all. It was no surprise to the Dean that Mr. Grath had recommended the fall reassignment.

To top it all off, Miss Carter had steadfastly refused to bring the drama productions within the structure of student activities. She insisted on making them financially self-supporting rather than force a few of her students to buy activities cards in order to receive the backing of the Associated Students. This had caused much resentment among student leaders and the director of student activities, as well as those in other activities who felt she was being afforded the special privilege of having an independent program.

"It's too bad I've been unable to reason with her," Dean Henry thought. "She's so emotional...so scatterbrained... so competent at times...but on cloud nine." Then quietly he admitted to himself the one thing that bothered him. Her plays and productions were excellent!

A few days later President Reid called Dean Henry to his office. "You and Grath had better prepare a report for next Wednesday's Governing Board meeting. Mr. George has demanded a place on the agenda to fight the Carter issue!"

It became clear at once that Miss Carter had aligned with a small but vociferous teachers' organization of which Fred George was president. She had always been their "darling." The Dean and the President agreed that they would try to avoid dragging Miss Carter through the mud publicly if at all possible. After all, she had many endearing qualities, and no one could dispute the effectiveness of her work with drama productions. However, they agreed also that they would go all the way in backing the reassignment decision if George and his group pushed them into it. They could only hope that the more impersonal reasons would suffice.

It was disconcerting, though not surprising, to the Dean and the President that the Board meeting was "packed" with about twenty organization members as well as a dozen or so of Miss Carter's faithful drama students. When the time came, Mr. George spoke with eloquence and fervor. His attack was twofold: a defense of the outstanding achievements of Miss Carter (along with an expression of bewilderment as to how such a decision could be even considered), and a general attack on the administration for making such an abrupt reassignment without conferring with the teacher involved. Others, including many obviously devoted students, were recognized and spoke on her behalf. The Board members' sympathies were not hard to arouse as most of them had been to several of her fine productions.

On the other hand, the Board had a long record of confidence in the administration. When President Reid was asked for the administration's position, he deferred to Dean Henry who then read from a prepared statement. Essentially, the statement reiterated the reasons originally given to Miss Carter--but it was expanded to include factual information about increasing student enrollments and the problems of hiring qualified instructors in speech and drama. In addition, there was a vague reference to other "compelling" reasons.

To this latter innuendo, Fred George reacted strongly. But just as he was about to force these into public view, Dr. Reid skillfully manuevered the Board into considering what could or could not be done about the issue at that time. The schedule had been published and returning students already were being programmed for the fall semester.

The Board took the bait. It was late spring and the budget would be a pressing matter for several weeks. In any case, it appeared that there could be no immediate relief for Miss Carter. The Board's reaction seemed to reflect the feeling that the whole thing must have been an unfortunate misunderstanding. Therefore, they asked that the teachers' organization meet with the administration before fall to see if it was possible to work out a fair and equitable solution for the future. They requested a report on the results of the negotiations at the first meeting in September.

With expressions both of encouragement to Miss Carter and of faith in the fairness of the administration, the Board members turned to the next item on the agenda.

Junior College Leadership Program
University of California - Berkeley

OUTCOME

THE CASE OF THE DEPOSED DRAMA TEACHER

Following the Board meeting Dr. Reid and Dean Henry decided that George and his group had been convincing enough to make advisable some amelioration of Miss Carter's situation. A further showdown would lose more in faculty relations and in Board confidence than it would be worth.

The summer negotiations resulted in a plan for the two drama instructors to alternate assignments for play productions. Miss Carter finally had accepted the concept that others were entitled to share in the choice roles. This in itself was enough to permit the teachers' organization to back off. It was agreed also that when, and if, a third instructor was employed, he or she would join in the rotation of these assignments. The "compelling" reasons were never brought to the surface.

Dr. Reid, Dean Henry, and Mr. Grath accepted the fact that they had a very excellent drama teacher who was sometimes a very real problem. They decided that they could only continue trying to work with Miss Carter in her areas of weakness, but none of them were very optimistic. At least, they would have relief from her problems for part of the time.

A report was made at the first Board meeting in September. All of the concerned parties were in attendance. The Board was satisfied with the report and the issue was closed.

Junior College Leadership Program
University of California - Berkeley

Discussion Summary
July 20, 1967

Moderator: Dr. Clyde Blocker
Resource: Dr. Edward Hart

THE CASE OF THE DEPOSED DRAMA TEACHER

This case represented a typical instance of a weakness in administration such as obtains on many a campus. Administration of "Evening Programs" is an area in which a dean has to be very careful. An overdevoted teacher, although disorganized, can win the sympathy and appreciation of faculty and students alike and can corner the administration.

Issues Involved

1. Hiring of faculty members of a certain speciality
2. Assignment of classes and explanation of nature of assignment
3. Cooperative venture
4. Administrative action of changing schedule of work without any previous information - a real threat to a faculty member
5. Challenges by the President of the Teachers' organizations.

Suggested Solutions

Discussion and role playing identified several weaknesses in the administrative policy of the division chairman and suggested several courses of action. A case of this kind could be avoided if the division chairman is careful of the following details:

1. Plan well ahead the needs of the division especially when enrollment expectancy demands additional faculty members and rearrangement of work schedule of faculty of faculty members already in the division
2. Cooperative planning by the division chairman, departmental head and the dean
3. Recording carefully strengths and weaknesses of faculty members from time to time, if and when occasion arises, with dates. This will build up a confidential

file for a faculty member for helping a faculty member to grow in his or her profession and for further action when necessary.

4. Psychological preparation and conditioning of faculty members for change of assisgnments when required. Time factor will minimize emotional shocks.
5. Changes to be effected in a non-threatening way and on a personal basis, by persuasion preferably.
6. Not to let overenthusiastic and overdevoted teachers corner the administration.
7. Not to put schedules in print unless all the pros and cons are well threshed out with concerned faculty.

Final Outcome

The President very cleverly avoided any further faculty challenge and Board non-confidence in administrative procedure by accepting some amelioration of Miss Carter's situation as suggested by Mr. George, the faculty organization chairman. The two drama instructors were to alternate assignment for play productions. Miss Carter finally accepted the concept that other faculty members were entitled to share in the choice roles. Also, a rotation of assignment in the event of increase of faculty members in the field under discussion, was accepted as a guideline for future dicisions. The issue was closed after the report to the board in September.

Addenda

"Cooperation Action" by the administration and "action without information" affecting faculty members, were topics to be considered as important items for effective, smooth administrative procedures.

Mary Pothen
Recorder

Junior College Leadership Program
University of California - Berkeley

ONE POTATO, TWO POTATO: OR, HOW A FACULTY SELECTION COMMITTEE IS IGNORED WHEN THE ADMINISTRATIVE CHOICE IS NOT CHOSEN

Division chairmen at Cow College are administrators. They receive 12-month contracts, administrative salary increments, and released time. Division chairmen also retain their faculty identity and are the closest administrative link to the faculty. In most cases a division chairman has ascended to his chairmanship from a teaching discipline within the division he administers. Most chairmen still teach at least one class.

Dr. Drowning, Vice-President at Cow College, appointed two faculty committees--one to select a division chairman for the Technology Division, and the other to select a division chairman for the Fine Arts Division. Each committee included two division chairmen from other divisions and three faculty members from within the division seeking a chairman.

"Your committee can," Drowning instructed committee members huddled in his office, "(1) recommend no one (2) recommend one candidate (3) recommend more than one candidate."

"If you recommend more than one candidate," Drowning continued, "you may designate an order of preference or submit your approved candidates as equally acceptable."

Silent pause. "Without mentioning any names," Drowning softly concluded, "there is one candidate for each division that I hope won't be recommended."

Six candidates applied for the Technology Division chairmanship; three applied in Fine Arts.

However, in each case the committees recommended one candidate. In each case, the choice was not acceptable to Drowning. And in each case, Drowning employed a different technique to rebuff the committee's selection and effect his own choice.

When the Technology Selection Committee returned a unanimous recommendation for Arnie Rotorhead, the auto mechanics department head, Drowning replied sourly, "I think the committee should take another look at the candidates." He ordered a reopening of applications.

"Tom, you've been here awhile and know the Technology Division. Why don't you apply for the chairmanship?" Drowning suavely suggested to Tom Square, drafting instructor and member of the selection committee. "I think you stand a good chance of getting it." Square resigned from the selection committee and became a candidate for the Technology chairmanship.

The number of candidates swelled to eight including the original applicants. The selection committee interviewed the new candidates and reviewed the original applicants again.

"Rotor is the most qualified candidate by far. Yet, we know Drowning doesn't want him. What are we going to do?" shrugged Ed Sparks, electronics instructor.

For the second time the committee unanimously recommended Rotorhead. For the second time Drowning frustrated the committee's efforts. Drowning ignored the committee and selected Ace Sail, who was not a candidate during the first screening process.

"Howard, I want you to ignore Rod Rofsed's application, Drowning winked at Howard Spineless, the chairman of the Fine Arts Selection Committee and the chairman of another division.

Spineless presented the two remaining applications to the committee. One applicant was Ben Advise, a counselor. The other candidate was Lowell Scale, head of the music department.

"Lowell has had administrative experience, is tenured, is energetic, enterprising, finagles a bit but really gets things done," summarized one of the committee members.

"Advise, although a pleasant chap, is new to the college from a high school, was a terrible speech teacher who moved out of teaching, and doesn't know anything about our division. I am surprised he would even apply," observed the theatre arts teacher.

"Well, I personally cannot stomach Scale but I must admit, on paper he is qualified and our only choice," shrugged another.

Lowell Scale was recommended as, "being the only truly qualified one of the two candidates."

Drowning, whose concept of culture was Petticoat Junction, looked upon Scale with suspicion. Too aggressive, unpredictable, and flighty.

Drowning appointed the other candidate, Ben Advise.

Junior College Leadership Program
University of California - Berkeley

OUTCOME

ONE POTATO, TWO POTATO

Rofsed requested that the Faculty Association Professional Relations and Ethics Committee work with the administration to develop specific personnel policies and procedures.

The appointments and the faculty committee request were made in May. The committee invited Dr. Drowning to meet with them. Because of the summer break, the study was delayed until September. Dr. Drowning put off meeting with the committee until the following March.

"Dr. Drowning, were there any reasons given to the faculty selection committees as to why their recommendations were ignored?" Art Brush, art instructor, gently asked.

Drowning stiffened, "Now I didn't come over to talk about what has happened. This is water under the bridge," he bristled. However, he did agree to work with the committee and the Faculty Senate on personnel procedures.

But before the faculty and administration could meet again, the agenda for the regular meeting of the Board of Trustees contained an item, "Adoption of personnel policies and procedures." The afternoon of the evening Board meeting Drowning showed the personnel policy and procedure document to the president of the Faculty Association and the chairman of the Faculty Association Professional Relations and Ethics Committee. Both groups were considered relatively meek faculty representatives.

Meanwhile, the more vocal and concerned faculty, catching the agenda item, contacted the chairman of the Professional Relations and Ethics Committee, the Faculty Senate chairman, and the Faculty Association president.

At the Board meeting, just prior to consideration of the policy item, the Board went into executive session, supposedly to discuss a personnel matter. The item was changed from "Adoption of personnel policies and procedures" to "First notice of policy adoption."

The issue is dormant at present but is a potential tinder box when new division chairmen are required.

Junior College Leadership Program
University of California - Berkeley

Discussion Summary
July 21, 1967

Moderator: Rudy Melone
Resource: Donald Desfor

ONE POTATO, TWO POTATO: OR, HOW A FACULTY SELECTION COMMITTEE IS IGNORED WHEN THE ADMINISTRATIVE CHOICE IS NOT CHOSEN

Key Issues

The key issues in the study are:

1. Hierarchy v.s. collegial.
2. The faculty role in selection.
3. Lack of communication between staff and administration.
4. The overall problems of ethics.

Conclusions

In the class discussion it was concluded that the vice president was a shallow individual and that as a result of his actions the morale of the staff was at a low ebb. The tone of the administration would be prevalent in the actual teaching and interaction within the college. The dean of instruction wasn't included in the selection of personnel and there apparently was very little articulation within the institution. The college was a bureaucratic organization attempting to be democratic in a related way.

Recommendation

The only resolution would be for the faculty to become adamant and insist that a policy of personnel policies and procedures, developed mutually by staff and administration, be adopted by the board of trustees.

The issue at present is dormant with the administration placing itself in a precarious position if a new division chairman is required.

David E. DuVall
Recorder

Junior College Leadership Program
University of California - Berkeley

THE CASE OF THE NO-TELL MOTEL: OR, BEDLAM . . . WHO PAYS?

Hidden Valley Junior College had its inception in 1963. The two-year college is located in a conservative suburban community.

One of Hidden Valley's 2,500 students is an ambitious, successful young businessman. Twenty-one-year-old John Doe, a sophomore business student, owns a chain of laundromats in the surrounding area. He recently added a motel in a nearby ski resort to this real estate holdings. He named the lodging facility the "No-Tell Motel."

The editor of the Hi-Valley Campus Newspaper, hearing of John's latest business enterprise, approached him with a sales pitch. At first he was reluctant to purchase an ad, but was finally persuaded by the aggressive, feminine charms of the saleslady. One condition of the advertising agreement was that John Doe would have final approval of copy and layout.

The press deadline for the weekly was Thursday at 6 p.m. As instructed, John appeared in the newspaper office Thursday morning to check his ad. The layout hadn't been prepared. The editor convinced him to allow the staff to assume responsibility for the ad. Against his better judgment, he agreed to let them run the ad sight unseen.

Friday morning arrived and the "Hi-Valley News" was distributed to all its outlets. The full-page advertisement was boldly displayed on the back with a glaring headline, "No-Tell Motel," set in extra black 48-point Spartan. The layout included a series of pictures featuring Hidden Valley Junior College students in compromising situations. One photo showed a couple carrying suitcases into a bedroom. Another had the couple making love in front of a fireplace. The photos were appropriately captioned to emphasize the risque situations. In the corner of the ad the name of John Doe was listed as owner-manager.

The editorial staff, without the faculty advisor's knowledge, had prepared and placed the ad in the Friday issue. The students had no intention of hurting John Doe, but initially felt the spread would stimulate interest in his project and provide a little fun. The harmless joke backfired.

The president, arriving on campus early Friday morning, picked up the "hot edition" and proceeded to his office. Upon reading the advertisement, he pushed the panic button. He called the dean of students and ordered John Doe expelled from college. The journalism advisor was ordered to report immediately to his office and was informed that until further notice the editorial staff was no longer in the newspaper business. He also advised the dean to confiscate all newspapers immediately and indicated that under no circumstances was news of the event to leak out.

As is often the case, the public relations officer was not alerted to the brewing problem. A newspaper reporter phoned the public relations department inquiring about the rumor. Getting no satisfaction, he proceeded to dig out his own story. Within the hour the president received a telephone call from the same reporter. The president refused to cooperate, telling the reporter the situation was none of his business. The editor of the local community paper then lowered a whole gamut of threats--at a very delicate hour in the history of Hidden Valley.

Conflicting stories broke in all press media and because of the mystery surrounding the circumstances, most of the publicity was speculative in nature.

The community's law enforcement personnel were ordered to keep around-the-clock surveillance of the No-Tell Motel and arrest any minors entering its premises. The police entered the room of a registered young couple who, as it turned out, really were newlyweds.

As a result of these unfortunate events, stemming from an administrative decision, law suits were initiated against the president, the local police department, and student John Doe, the motel owner.

John Doe's requests for a hearing were denied until pressures by students and faculty forced the president to reconsider. A closed hearing was scheduled with the parties involved and John was exonerated. The charges against him were dismissed and he was reinstated; but irrevocable damage had been done to his reputation and integrity.

The plaintiffs in both suits settled their claims out of court.

Junior College Leadership Program
University of California - Berkeley

OUTCOME

THE CASE OF THE NO-TELL MOTEL: OR, BEDLAM . . . WHO PAYS?

It's too soon to note any policy change in the administrative handling of emergency situations, but some positive steps have been taken by the public relations officer and the newspaper faculty advisor.

After the "No-Tell Motel" fiasco, it took weeks of concerted effort--luncheon meetings and other maneuverings--to reestablish contact and build up good faith with the local press. The public relations officer now cooperates fully with the press.

One of the biggest problems was the lack of communication and coordination between the information office and administration. The public relations officer arranged for monthly meetings with department chairmen and administrative staff. This advisory group assisted in approving information projects, helping measure audience attitudes and opinions regarding the college, and exchanging public relations ideas.

A faculty radio-newsletter activity resulted from these monthly discussions which helped improve both internal and external communication.

The president began consulting the public relations officer before making major policy decisions. The dean of students and newspaper advisor developed an official criterion for selecting student editors. Advertising guidelines were formulated to help future staffs in producing ads for the campus newspaper.

Students and faculty alike became conscious of the impact college publications have on the community. Because these publications help determine the image of the college, a growing responsibility was assumed by all persons involved.

Junior College Leadership Program
University of California - Berkeley

Discussion Summary
July 24, 1967

Moderator: Dick Gott
Resource: Jane Johnson

THE CASE OF THE NO-TELL MOTEL: OR, BEDLAM--WHO PAYS?

Key Issues

The key issues in the study are:

1. Student freedom
2. Communication and coordination between the information office and administration
3. Faculty advisor responsibility
4. College newpaper procedures
5. Administration procedures for news release to outside news media
6. College responsibilities for action of students off the campus and for taking part in activities not condoned by the college.

Recommendations

The following recommendations were presented:

1. A formalized course should be initiated in connection with the college publication.

2. Establish an advisory board for the student publication made up of community leaders connected with the various news media.

3. Establish a policy to cover collegiate newspapers.

4. Establish a policy for news releases.

5. President of the college should avoid taking unilateral action.

6. Administrators should not overreact to various collegiate issues.

Discussion and Conclusions

The moderator and the participants felt that the president had overreacted to the problem. He had tried to turn the clock back by ordering John Doe to be expelled, by putting the editorial staff of the college newspaper out of business, and by attempting to confiscate all of the newspapers.

The participants also felt that the very worst thing the president could have done was to refuse to talk to the local newspapers about the college situation.

Legal implications were discussed and it was felt that the college administration could not be held responsible for the action of their students when they were not taking part in college sponsored functions off the campus.

Dick Jacobson
Recorder

Junior College Leadership Program
University of California - Berkeley

THE CASE OF THE "ODD" HOC COMMITTEE

During the college year 1965-66, the Bank of America created a new annual award to be known as the Junior College Man and Woman of the Year. At San Luis College, the Assistant Dean of Student Activities, Mr. Rhein, secured the cooperation of six members of the faculty to serve as an ad hoc committee to select the finalists for the current year. In order to lighten their task as much as possible, he had his part-time assistant, Mrs. Gibbons, prepare the necessary sheets of information about the contest and the candidates. She consulted a few times with Mr. Sybil, a counselor, who had agreed to chair the committee as he had done the previous year. Interviews were scheduled on a Friday afternoon beginning at 2:30.

Unfortunately, the members of the committee did not arrive on time. When they did come in, their comments and questions showed their uncertainties and confusion in general:

"What time are we supposed to begin?"

"Is everyone here yet?"

"How are we going to do this now?"

"Did you serve on this committee last year?"

"How many candidates are there?"

Mr. Sybil cleared his throat. "If you will please be seated...!" When the individual conversations subsided, he continued. "As you all know, we six on this committee are to interview each of the candidates for the Junior College Man and Woman of the Year, and to make the final selections. The winners will go to regional competition in Los Angeles next month.

"You all know each other. Mrs. Batch is from the English Department. Dr. Eldridge is the chairman of the Languages Division; Mr. East is from P. E.; Mr. Topeka will be along soon--he's Fine Arts. Mr. Rhein, the Assistant Dean of Student Activities, and his part-time assistant, Mrs. Gibbons, are here as observers.

While handing out the information sheets, Mrs. Gibbons said with dismay, "Doggone it! I didn't prepare enough! Some of you will have to share."

The chairman glanced quickly at Mr. Rhein and then hurried on: "There are thirteen candidates--eight women and five men. They have been scheduled fifteen minutes apart. Each of the five items to be scored have a scale of ten. The items are as follows: scholarship, co-curricular activities, community participation, statement of purpose, and the interview itself."

Dr. Casey played his usual role of "dissenter". "Just a minute. Why can't we score this thing any way we want? Did the Bank of America lay down these rules? I'm going to score this my way. What do they know about school business? They're bankers, not school people." He sat back with a smug smile to watch the resulting chaos.

The chairman waited patiently for everyone to finish trying to explain why the present procedures were being used. Knowing Dr. Casey of old, he handed him the Bank of America sheet which explained the four items other than the interview.

Mrs. Gibbons again was unhappy. "Gee! Maybe I should have had copies of that to hand out, too." Dr. Casey agreed.

Mr. Sybil offered to let Dr. Casey keep his copy. He added: "We have to get under way. These kids have been waiting since 2:30 and they're beginning to stack up on us. We'll have to play it as it goes. Let's start, shall we?"

The first candidate was brought in and introduced.

With each successive interview the committee functioned better and better. The chairman would lead off and the others would join in with additional questions. It became a good learning experience and a good interview situation.

During the course of the second interview Mr. Topeka arrived with a smile of apology. Shortly after the midpoint was passed Mr. East left to meet with his golf team. He suggested that Mrs. Gibbons be pressed into service in his place because "she's really P. E. as well as helping Jim Rhein part time with his student activities."

A few minutes later Dr. Casey had to leave. "I thought we'd be through earlier so I scheduled an interview with a student. I'll see you guys later--and lots of luck. I want to say that I didn't think we'd ever get this show off the ground--but it looks okay now."

When the last student left at 5:40 p.m., Mr. Rhein invited the committee to meet in his office on Monday afternoon to learn the results. Mrs. Gibbons would do the scoring over the weekend and turn in the results to him.

As a member of the committee walked to their cars, snatches of the conversations drifted back to him:

"Make sure you don't tell anybody the results before you see us on Monday."

"Next year, by God, we're all going to have copies of those information sheets or ...!"

"Do you realize that on those last three or four kids we averaged only about five minutes each? Now, that isn't fair!"

On the way out to his car Mr. Rhein shook his head.

"I don't know what's going to happen on Monday," he thought. "Right now all I know is 'Thank God, it's Friday!'"

OUTCOME

THE CASE OF THE "ODD" HOC COMMITTEE

This award had started when the Assistant Dean was new and in his first year at this position. He had been reluctant to have the college participate because it would mean an extra burden placed upon him. When Mr. Sybil, the chairman of the Loans and Scholarships Committee, had insisted that for various reasons the college had no choice other than to accept the award, "Dean" Rhein had appointed him chairman of the ad hoc committee and had then withdrawn as much as possible from the work involved.

Since no untoward incident had developed in the first year, he had followed the same tactics in the current year, again appointing Mr. Sybil as chairman. Mr. Sybil, however, was not able to do as much as he had done the previous year. To compensate, the Assistant Dean assigned the various necessary tasks to his part-time assistant who did the best she could within the scope of her limited experience and time.

When the results of the scoring were made known, the committee members were unhappy about their poor handling of the interviews, the lack of general information, and the seeming lack of coordination and cooperation. Recognizing that he would have to be more actively involved, the Assistant Dean worked with the committee to prevent a recurrence of this year's mix-up by helping them to formulate guide lines for the future. These would include the addition of one more member to the committee, at least one meeting preliminary to the final screening, earlier and complete availability of all necessary information for the members, and equal time for all candidates.

Junior College Leadership Program
University of California - Berkeley

Discussion Summary
July 25, 1967

Moderator: Dr. Richard Gott
Resource: Sam Gadol

THE CASE OF THE "ODD" HOC COMMITTEE

In addition to points covered in the "outcome" of the Case of the "Odd" Hoc Committee, it was the consensus of the group that placing a résumé of each award participant in the hands of the judges at least a week in advance of the scheduled selection meeting would have solved many problems that later arose.

Dr. Gott departed from the standard approach to treatment of the case study and chaired an informal but interesting discussion on the whole matter of awards and scholarships. He posed a problem via the Socratic method. Would he, as a donor to the college of ten dollars for a Dick Gott Memorial Award, be entitled to the same amount of notoriety and publicity as the Bank of America and its A. P. Giannini award?

It was duly noted that the D. G. M. A. would not be given the same treatment as the B. of A. A. P. G. A. and therein lies the tale: Some form of policy governing such gifts must be established in advance.

Ted Locker
Recorder

Junior College Leadership Program
University of California - Berkeley

RUFFLED FEATHERS

A proposal to move the welding technician curriculum from the Vocational Division to the Physical Sciences Division was presented to the Instructional Council of X College and was passed in 1966. However, it was not accepted by Dr. Seuss, the president at that time; therefore the transfer was not made.

In 1967 this issue again became active. Mr. Goodman, chairman of the Physical Sciences Division, opened the new discussion by reviewing the curriculum change that had been passed by the Council the previous year and then introduced a member of his division, Mrs. Brown, as the first speaker. She distributed copies of an outline, "The Search for Definition and Understanding in the Broad Area of Technology," and read portions of the material on the reference sheet attached to the outline. This material was taken from the November, 1966, issue of the Journal of Engineering Education, which was devoted to the education of the engineering technician.

The second speaker, Mr. Stone, who was also from the Physical Sciences Division, was introduced. He distributed copies of an article from the Journal of Engineering Education entitled "Spectrum of Technical Education." He projected some material from the article on the screen for all to see and discussed the level of training which the technician should have. He said, "Prospective technician students should be capable of performing at the trigonometry level. If we are not fairly selective in directing students into the technician programs, these programs become diluted. Those who are able to perform at the accepted level are shortchanged." He continued, "The technician programs consist of 40 percent skill and 60 percent theory. Vocational programs, on the other hand, are essentially skill programs."

Mr. Lloyd, also from the Physical Sciences Division said, "The best placement of the welding technician program is in the Physical Sciences Division. I have talked with people at Pine State College about the transferability of technician level courses here. Since our visit to Pine State College, they have changed their attitude and are willing to accept our electronics technician courses." Previously they had not accepted these courses because they thought they were strictly vocational in nature. Mr. Lloyd continued, "PSC is in the process of developing a baccalaureate program in technician education, and they will accept our technician graduates in this program as juniors."

Mr. Stone added, "The Harbour College technician program has been reviewed by the civil engineering department at the University and the people there have encouraged us to continue."

The presentation went on with Mr. Van Net, the registrar, reading a statement from the dean of students in which she had written, "A wide variety of technical programs are now operating satisfactorily within academic divisions in the institution."

Mrs. Brown pointed out, "There needs to be strong coordination between the Physical Sciences Division and the Vocational Division on the welding technician program, but the physical science members feel the proper place for the administration of the program is the Physical Sciences Division."

Mrs. Brown then introduced Mr. Trail, a staff member from the Vocational Division who had initially developed the welding technician curriculum. He emphasized, "The college has to have a good welding technician program which is acceptable to engineers because they do the hiring of the technicians." He said also, "There is an increasing need for technicians and the college should be thinking in terms of three to four years from now."

Discussion ensued on the placement of the program. Mr. Goodman observed, "I think that the purposes of the vocational and technical programs should be clarified."

Mr. Dart said, "I have both vocational students and technician students in the same classes and I have little difficulty in working out a satisfactory program for the two types of students. The Physical Sciences Division is getting excited about nothing."

Mrs. Brown then asked forcibly, "How can you possibly meet the needs of both types of students? It is the opinion of the members of the Physical Sciences Division that the technician student suffers because classes are being taught at a very low level in the area of mathematics and do not meet the needs of either vocational or technical students. The vocational student with his limited mathematics background couldn't possibly understand the principles of trigonometry!"

Mr. Dart became very angry and said, "You people in the Physical Sciences Division are simply empire building!"

Mr. Miller, chairman of the Instructional Council, countered, "We voted in the Instructional Council to change the welding technician curriculum to the Physical Sciences Division a year ago, but Dr. Seuss did not wish to make this change."

Mr. Dart said, "I don't like the move at all."

Due to the lateness of the hour and the apparent need for further clarification, it was moved to table the discussion until the next meeting. Thinking in captions like those for old-time cliff-hangers, everyone wondered: "What will happen in the next installment? Which side of the scales will be tipped? How will the new president make his decision?"

OUTCOME

RUFFLED FEATHERS

A brief discussion was held at the next meeting, and Mr. Dart seemed as ruffled as before. He began by saying, "I don't understand the thinking of the Instructional Council!" Then to the astonishment of all, Mr. Dart continued, "But I move that the welding technician program be transferred to the Physical Sciences Division." The motion was passed by the Council.

This motion has not been acted upon by the new president at this time.

How will the new president make his decision?

Junior College Leadership Program
University of California - Berkeley

Discussion Summary
July 27, 1967

Moderator: Dr. Blocker
Resource: Charles Skinner

RUFFLED FEATHERS

Question: Under what circumstances is a teacher subject to evaluation for non-school business actions?

Group reaction: It depends upon the community and its reaction to the ethics of the actions of the teacher. In some communities the teacher must be a paragon of virtue, while in another community the teacher may be lauded for his shrewdness of action.

Dr. Blocker: No action should be taken as long as the question of legality does not arise.

Question: Who is responsible for evaluation and action in such cases?

Group reaction: Members of the community sometimes bring pressure concerning unacceptable actions of teachers.

The above questions generally encouraged discussion concerning "moonlighting," extra-pay teaching assignments, guidelines for dealing with such problems as auto repair for instructors in the school auto shop, and teacher load in general. Guidelines in decision-making must include consideration of values to the individual and value to the institution. Use of college property for private purposes should be prohibited. University practices concerning abuses of consultancy assignments was considered in the light of junior college staff involvement in communities.

Question: Can teacher load be considered in terms of student contact hours and peripheral assignment so that a teacher is only in the classroom a few hours per week?

Group reaction: There are many other considerations in load figuring than class hours.

Dr. Blocker: It is assumed that all teachers expect classroom assignment, extra-class activities, division responsibility, possible speaking engagements, and other out-of-classroom duty assignments. One aim at Harrisburg College is to have the school function at the division level where possible, e. g., decide which teacher should make a school-sponsored trip, attend a professional meeting, or workshop. We do not have the clear-cut structure of industry, e. g., we expect the teacher to be both engineer and production worker. We must work to better proportion and realistically determine what function teachers should perform.

Community College Financing in Pennsylvania

Dr. Blocker clarified community college financing in Pennsylvania:

The state, locality, and student each share equally in the cost for students from the district. Present school costs to students are about $275, with part-time students paying $12 per semester unit taken. These figures are based upon costs for an entire school year. For a Pennsylvania student not resident in the community college district, the state would pay its share, but the student would have to pay $550, because there is no local district responsibility. In the case of an out-of-state student, he will have to pay the entire cost, or $825.

In Pennsylvania, operating money cannot be expended for capital outlay items. These items that have expected life value of five years or more are financed with equal sharing by state and local moneys, with each highschool district within the community college district sharing according to assessed valuation. The financing is complex because there are no bonds at the state level due to a debt ceiling of $100,000; however, the banks make "good faith" loans. These notes are paid by district and state monies submitted semiannually. Operating money is gotten, locally, from tax set by a county level commission within a 15 mill limitation.

Pennsylvania has no public higher education institutions. The framework is based around private institutions. It is a requirement in community colleges that 70 percent of the students must be enrolled in professional and technical courses with not more than 30 percent in college transfer programs. This is unrealistic.

There is hope that the state will begin to pay 50 percent of the student's educational costs, and also pay 75 percent of the capital outlay costs in the future.

Jack Williamson
Recorder

V. SUMMARIES OF SPECIAL PRESENTATIONS

Innovation at Oakland - Dr. Vaughn Whited
Recorder, Dr. Edward Hart

Report on Accreditation Study - Dr. Lloyd Messersmith
Recorder, Jack Brown

Recent Research on the Junior College - Dr. Dale Tillery
Recorder, Nancy Lee Butler

Faculty-Administration Conflict - Dr. John Lombardi
Recorder, Charles Skinner

Central City Community College: A Case Study in Junior College Administration - Dr. Clyde Blocker
Recorder, Rev. Peter Green

Innovation in Higher Education - Dr. Warren Martin
Recorder, Dexter Moser

Articulation - Dr. Fred Kintzer
Recorder, George Fouke

Open Forum - Dr. Leland Medsker, Moderator
Recorder, Alvin Okeson

Junior College Leadership Program
University of California - Berkeley

Report on Discussion
Guest Speaker: Dr. Vaughn Whited
July 11, 1967

INNOVATION AT OAKLAND

Dr. Whited described Oakland Community College (Michigan) as an institution totally dedicated to the effective teaching of students. Specifically, innovations and improved methods are constantly sought. The college is totally oriented to change--"Change is the only stable thing"--with release-time provided for faculty members to develop new approaches. However, change must be shown to be change for the better, and a process has been established for determining this.

Structure of Instruction

The functional team approach is the method used at Oakland. A master teacher leads a team of teachers in handling a large group of students in the subject to be covered. "Terminal performance skills" have been determined, and courses which will provide these skills have been written. Typically, instruction begins with the General Assembly Session. This is followed by a great deal of laboratory work by students, during which they have available to them programmed materials, members of the teaching team for individual and small group instruction, and the use of the appropriate satellite library.

Students work on a "self-pacing" system and may take whatever time is necessary to complete the unit of instruction. Pre-testing permits students to begin at the most desirable skill level. The laboratory phase is followed by Small Assembly Sessions during which the group dynamic approach is used to permit students to verbalize what they have learned.

Faculty

There is little difficulty in recruiting faculty due to good salaries and the lure of the exciting new methods. New faculty members undergo an intensive orientation which includes self-pacing programmed materials. Returning faculty members participate in ongoing orientation programs.

Oakland has experienced substantial turnover of first-year teachers (probably due to rigidity), but very little loss of faculty among second-year teachers.

Students

Early experiences indicated that many students had trouble coping with the great amount of freedom in the program. Efforts have been made to add more "structure." Also, it has been a constant challenge (and responsibility) to determine the level of work at which each student should begin.

Strong programs in student activities are emphasized in an effort to involve students.

Credit by examination is offered.

The teaching of English is communication oriented--reading, writing, speaking.

There has been no problem with transfer of credit to the Michigan universities.

Edward Hart
Recorder

Sets of programmed course booklets can be obtained from the Community Services Arm, Oakland Community College, Bloomfield Hills, Michigan.

Junior College Leadership Program
University of California - Berkeley

Report Summary
Guest Speaker:
Lloyd Messersmith
July 12, 1967

REPORT ON ACCREDITATION STUDY

Historical Background

Accreditation plays an unique role in education in the U. S., It is an extremely powerful force. For a school or college to deny its importance is to invite institutional suicide.

Historically, three basic methods have been used to maintain academic standards:

1. Extra-legal and voluntary accreditation. (This method is unique in the U. S., with the exception of the Philippines).
2. Ministry of Education. (The method in most countries).
3. The English system of degree award.

In England the degree is not awarded by the college but by the universities which are chartered by the Crown on recommendation of the Privy Council. Some "de facto" accreditation takes place, however, through the University Grants Commission which allocates funds to the universities on the basis of academic responsibility.

In the U. S., the founding fathers made no provision in the Constitution for control of education as a government function. Education was and is considered a state and local responsibility. Responsibility for maintenance of standards remains with the states and there are marked variations in state requirements for academic quality.

Types of Voluntary Accreditation

At the operational level today there are three types of voluntary accreditation: 1) by state agencies, 2) by regional associations, and 3) by professional or specialized associations.

1. With the exception of the State of New York, which began accrediting in the 1870's, the states have been notoriously lax in accrediting. State departments of education do accredit teacher-training institutions, and offer teaching credentials on this basis, but most of the state accrediting function is exercised through licensure. However, state licensing boards usually delegate their accrediting role to the national group or agency which "speaks" for the discipline.

2. There are six regional associations. Each is responsible for accrediting secondary and higher schools in its region. Historically, the four reasons for accrediting have been: a) admissions, b) articulation, c) public identification of acceptable performance control on the part of the institutions, and d) institutional self-improvement. Regional accreditation style is intrinsic, i.e., it is within the institution, made up of institutional parts, and looks at the institution as a concept.

3. Professional or specialized accreditation began with the Flexner Report on Medical Education in 1910. Medical schools had been springing up all over and standards of training were atrocious. The Flexner Report started the great movement toward professional upgrading. There are now some 30 recognized professional fields.

The professional associations are not regional but national in scope. Their primary concern is to see that society is well served by adequate provision for education of future members of the professions. The professions are willing to rely on the regional associations to accredit the total institution, but they wish to participate in quality control of specific programs.

Community College Concerns

The professional accrediting body and the role it plays vis-a-vis the community college have become matters of much discussion and concern. As the two-year colleges continue to grow, especially in the area of vocational-technical education, they find themselves being visited by an ever-increasing number of specialized groups seeking to accredit their vocational programs. College presidents are protesting that they do not have the manpower, time, energy, or the money to support this kind of an effort. The junior college establishment is, in effect, asking that the role of the professional agency be reduced and that the accrediting function be performed by the regional accrediting association.

National Commission on Accrediting

One important body concerned with the proliferation of accrediting agencies, is the National Commission on Accrediting. It has approximately 1400 institutional members and is the largest institutional association. Policies of the NCA are established by a board of 42 college presidents selected by six constituent members. After an early history of turbulance, the NCA has now become the institutional watchdog and acts as a control agent for the professional associations.

Center Study of Accreditation

The Center was approached by several organizations and asked to consider undertaking a research effort in the general area of professional accreditation and its relationship to vocational-technical programs in post-secondary institutions. The project was funded in the fall of 1966 under a grant from the U.S. Office of Education and was begun in October, 1966.

The study is attempting to look at the role which professional or specialized accreditation is playing at the two-year college and technical institute and to define some of the problems and issues basic to future investigation.

Some of the basic questions the survey hopes to answer are:

1. To what extent is accreditation by specialized agency an issue in the community college?
2. What seems to be the common element of the problem?
3. How is it related to accreditation of two-year institutions by regional accrediting associations?
4. How is it related to the activities and responsibilities of the National Commission on Accrediting, and should it be?

A variety of procedures and techniques have been employed to gain answers to the above and other pertinent questions. These include: analysis of state and federal laws pertaining to vocational education; sampling of junior colleges which have experienced accreditation and those which have not; interviews with representatives of various professional agencies involved with specialized accreditation; and collection and analysis of materials from the six regional associations.

The answers coming out of the survey are most interesting and it is hoped the study will help allay some of the anxieties concerning accreditation. The report is scheduled for completion this fall.

Junior College Leadership Program
University of California - Berkeley

Report Summary
Guest Speaker:
Dr. Dale Tillery
July 12, 1967

RECENT RESEARCH ON THE JUNIOR COLLEGE

I. Brief history of the Center for Research and Development in Higher Education.

a. The center began 12 years ago as a semiautonomous institute at Berkeley. Personnel received joint appointments and were indirectly tied to the School of Education. The scope was national and international rather than local or statewide.

b. The Carnegie Corporation financed the initial activity. Interest was in two major areas:

1. Student careers in Higher Education
2. Research in Community Colleges
   Dr. Medsker was brought in for this study.

c. Dr. T. R. McConnell and Dr. Leland L. Medsker were approached two years ago by the U. S. Office of Education--resulting in the Center's being named one of nine research and development centers in the country. The Berkeley Center is the only one of the nine concentrating exclusively on higher education. A program of development and dissemination has now been instituted, with the biggest push in the direction of dissemination.

II. Studies that were mentioned:

a. John G. Darley (from Minnesota) did a study of academic ability and the characteristics of achievement in higher education. The study showed dramatic differences in students and in the institutions they attended. Results pointed up the diversity of institutions.

b. Paul Heist, head of development and dissemination activities at the Center, studied highly selective groups of "A" students at the California Institute of Technology. Results showed that many students withdrew from Cal Tech because they wanted more freedom to pursue their own interests as college students.

c. Many major studies evolved from the Center's student careers study:

1. Medsker - The Junior College: Progress and Prospect.
2. Knoell and Medsker - Study of transfer students from two- and four-year institutions.
3. Medsker and Trent - The Influence of Different Types of Public Higher Institutions on College Attendance. Study showed that the incidence of college attendance is higher where junior colleges are located in the community.

d. SCOPE: School to College, Opportunities for Post-Secondary Education. Dr. Dale Tillery is project director.

This is a six-year study of high school students in four states: California, Massachusetts, Illinois, and North Carolina. Some 45,000 9th graders and 35,000 12th graders were first tested in June, 1966 and will be studied again at the end of their first year after graduation from high school. Concern of the project is to learn how these students choose colleges and careers and how tenacious decisions are made.

III. Current Center Studies:

Studies are currently being done in 15 different areas of interest at the Center. These are described in the Center Research Bulletin Number 1, Volume I, Summer, 1966.

Nancy Lee Butler
Recorder

Junior College Leadership Program
University of California - Berkeley

Report Summary
Guest Speaker:
Dr. John Lombardi
July 13, 1967

FACULTY-ADMINISTRATION CONFLICT

Dr. Lombardi, Associate Superintendent, Los Angeles City Junior College District, pointed out that we have a scarcity of qualified junior college administrators throughout the nation. Colleges and universities are not training sufficient numbers. Being an administrator in the next ten years will be very different--in fact very "rugged." Why will this be so? Largely because of the following factors:

1. Growth in population.
2. An affluent society-demanding many services.
3. Growth in numbers of public employees.
4. Demand for collective bargaining by teachers.
5. More faculty participation in:
   a. Faculty Senate
   b. Faculty Council
   c. Self government in Academic Senate (Junior Colleges)
   d. Labor unions
   e. Strikes
6. A mobile society.
7. More political involvement:
   a. State
   b. County
   c. District
8. Problems of educational budgets.

Negotiation Techniques Lacking

The N.E.A. has stated that it will support teacher strikes in extreme cases.

We have not yet developed good techniques of negotiation in education. In larger districts in California the negotiating councils are establishing a district Senate. The A.F.T. hopes to be the sole bargaining agency in some areas in California. However, some districts in California do not have a negotiating council. In some colleges, teachers will strike, in others they will not.

Teachers say they would like to formulate policy, but a certain number are still hesitant.

If teachers should go on strike, how shall the educational system continue?

1. Shut down?
2. Open for a certain number?
3. What classes are to continue?
4. What action can be taken by the board and the administration?

These problems have not been resolved, but they must be soon!

Imperatives

In the immediate future boards must be educated and informed by faculty and administrators in all realms of education. An appeals board must be prepared to give and take. A bilateral relationship must be established between schools and boards, both county and district.

Sound legislation must be sought in every state in order to provide for a continuing, growing, educational system.

Charles Skinner
Recorder

Junior College Leadership Program
University of California - Berkeley

Discussion Summary
July 17, 1967

Moderator: Dr. Clyde Blocker

CENTRAL CITY COMMUNITY COLLEGE:

A CASE STUDY IN JUNIOR COLLEGE ADMINISTRATION

Discussion of Goals

The discussion led immediately to the reason for the existence of a community college, since this issue divided the faculty at Central City College. Whether this institution should be comprehensive in its program or confine itself to offering the standard courses in a lower division program was examined in light of the clientele of CCJC. This led to examination of the social responsibility of a publicly supported institution in determining its curriculum and purposes. The question of whether the college was competing with private enterprise (by offering business courses that were offered by a business college) was also opened to discussion.

Causes of Conflict

In this study the conflict between the dean of instruction and the president was seen to be more than an academic question of purposes. The president, it was felt, made the following mistakes:

1. He did not have faculty members on the committee to study the college.
2. He did not provide leadership for board members. (One had to remind him that he was the leader).
3. He did not resolve the key issue with the dean when it first became visible.
4. He did not use the dean of student's support to further his cause.
5. His keynote address was poorly conceived.

Conclusion

It was felt that the president did not use his position to educate the faculty or the board effectively. He did not examine the college, or assess it accurately, before accepting his position. There should have been a confrontation with the dean and an understanding about the purposes of the college should have been arrived at.

Peter Green
Recorder

Junior College Leadership Program
University of California - Berkeley

Report Summary
Guest Speaker:
Dr. Warren Martin
July 19, 1967

INNOVATION IN HIGHER EDUCATION

How can innovations be introduced in higher education when faculties tend to be conservative and resist change? When students can scuttle an innovation almost at will and administrators are fearful of an innovation that may upset a going organization by being too radical?

Existentialism and Essentialism

While most of us feel that the changes taking place are a result of the electronics age, the real change that is taking place is the growth of existentialism.

In education, both in higher education and lower education, the struggle between essentialism and existentialism is developing at a fast rate with existentialism tending to gain ground.

Essentialism is defined as doctrine that certain traditional concepts, ideals, and skills are essential to society and should be taught methodically to all students regardless of ability or need.

Existentialism is defined as doctrine that man forms his essence in the course of the life he chooses to lead. It is also a movement based on this doctrine, emphasizing man's responsibility for making his own nature as well as the importance of personal freedom, personal decision, and personal commitment.

Existentialism promotes changes without regard to the system or penalities. To promote good education more attention should be given to this area. Essentialism on the other hand tends to allow changes within the framework of the system.

The junior college is in a position to make more innovations due to the fact that it is a rather new phase of education and is not bound by tradition; the essentialists are actually in control.

For the development of a good educational program conclusive thinking should be done embodying both essentialism and existentialism. To meet the challenge of the future conclusive thinking must be done.

Discussion and Conclusions

In the discussion that followed it was brought out that each level tended to blame the higher level for not allowing changes to be made.

It was emphasized that changes can be made and that changes are needed in the academic side of education as well as in the vocational area.

Dexter Moser
Recorder

Junior College Leadership Program
University of California - Berkeley

Report Summary
Guest Speaker:
Dr. Fred Kintzer
July 20, 1967

ARTICULATION

Dr. Kintzer dicussed articulation between the two- and four-year colleges with the group, touching on the following aspects:

1. The meaning of articulation
2. History of the California Articulation Conference
3. Organization of the Conference
4. Problems of the system
5. Student evaluation of the junior college
6. Questions the junior colleges and four-year colleges must ask of themselves.

The presentation and discussion emphasized the importance of the existence of "machinery" to make articulation a meaningful, problem-solving relationship, and underscored the problems, confusion, and uncertainties which would exist if such machinery were not available.

Articulation Defined

Articulation was defined as meaning the process and procedures developed cooperatively between levels of education to pragmatically and theoretically resolve issues of mutual or related concern to both the two-year and the four-year college.

Two definitive books were mentioned as setting the tenor of the articulation spirit: Medsker's The Junior College: Progress and Prospect, and Clark's The Open Door College.

History of the California Articulation Conference

The date 1919 was pinpointed as the year when college and secondary school articulation was begun formally. In 1932, under leadership of President Sproul, the Junior College Conference Committee was established. In 1944, the Committee on Coordination of State Colleges was established to study articulation in the fields of liberal education, business administration, and engineering.

Organization of the Articulation Conference

The present Articulation Conference was established in the 1950's. Dr. Kintzer described its committee system, its non-legal status, and its procedures for promoting action and implementation from the committee system.

Problems of the System

In question form, the problems of the system were stated as:

1. How to promote action in the central committee as a result of recommendations of liaison groups.
2. How to protect the independence and integrity of the Administrative Committee from dominance by any one group.
3. How the mechanics of the committee system could be kept from interfering with the independence of the educational levels.
4. How inefficient communication could be overcome.
5. How the private university could be brought into a meaningful relationship with the Conference.
6. How financing of the Conference could be equitably shared.
7. How interstate articulation could be promoted.

Student Evaluation

Meetings of junior college counselors with former students now at four-year institutions led to the following observations by students:

1. Increased severity of competition in upper-division work.
2. Increased reading requirements and work-load expectations in upper-division work.

3. Less relevance in upper-division work between reading assignments, lectures, and tests.
4. A higher frequency and greater importance given to essay examination in four-year institutions.
5. Greater independence and responsibility given upper-division students regarding their educational progress.
6. A diminishing relationship between student and instructor noticed in upper-division work as well as a lessening of friendly atmosphere.
7. Recall of the many and varied purposes of the comprehensive junior college.

Questions the Junior Colleges Must Answer

1. Are transfer students adequately prepared for upper-division work?
2. Are course titles reciprocal between levels?
3. Can junior college transfer students compete with four-year college students in subject area competencies?
4. How can maximum cooperation be insured in the respective junior colleges?

Questions the Four-Year Colleges Must Answer

1. How much diversification among several campuses can be tolerated acceptably?
2. How much time lag do you give the junior college before change is mandatory?
3. How far can you go with shifting courses from lower division to upper division?
4. What happens to the junior college curriculum program when the University is required to raise its admissions standards?
5. How can junior colleges maintain excellence with such widely disparate groups allowed by law to enter the open door college?

6. Who has the responsibility for the second-chance student?

George Fouke
Recorder

Junior College Leadership Program
University of California - Berkeley

Discussion Summary
July 27, 1967

Moderator: Dr. Medsker

OPEN FORUM

This session was primarily an open discussion with the group asking Dr. Medsker specific questions relating to community college problems and also questions pertaining to community colleges in general.

Trend Toward Separate Boards

Dr. Medsker indicated that there appears to be a trend to establish separate boards for junior colleges. This trend is probably due to the fact that community colleges are becoming a big business and there is a need for someone to give it attention.

Mission of the Two-Year College

The question as to the mission of the community college was asked, and discussed at some length. Dr. Medsker pointed out that there exists a large group of people who will not complete a four-year degree program; plus those people who require upgrading of job skills. The two-year comprehensive instructional center also has a responsibility to those students who are in the lower quartile of the community college.

Patterns of Vocational-Technical Education

The various patterns of state control regarding vocational-technical education was also discussed by Dr. Medsker. He pointed out that most states have two boards of control, one for vocational-technical education and one for the community colleges. Colorado is an exception, where one board serves both functions.

Key Issue

It was stressed that perhaps the key issue in education today is how to best organize post-high-school education. Dr. Medsker indicated that today there appears to be more concern for the student in the lower quartile than there has been previously. He also indicated that the image of junior college faculties as they perceive themselves was very positive. Most of the junior college faculty felt that the instruction in the two-year college was adequate compared to that in the four-year college. Dr. Medsker also indicated that there exists a broader type of student personnel services today than existed a few years previously.

Need for More Institutional Research

In conclusion, Dr. Medsker indicated that presently both the two-year and the four-year colleges are doing more institutional research on which to base their decisions. However, he also pointed out that more research needs to be conducted other than that from standard tests, and that research is likewise needed on the impact of various educational programs, with the cluster college being but one example.

Alvin Okeson
Recorder

VI. PROJECT SUMMARIES OR PROJECT REPORTS

1.	Establishing an Electronic Data Processing Program for Spokane Community College	Jefferson Overholser (Project Summary)
2.	A Study to Determine the Feasibility of Establishing a Terminal Program in Agriculture at Matanuska-Susitna Community College	Alvin S. Okeson (Progress Report)
3.	Study and Development of an Effective Student Activities Program for a Community College	Nancy Lee Butler & Rosejean Hinsdale (Project Summary)
4.	The Planning and Construction of New Educational Facilities at Skagit Valley College	David E. DuVall (Project Summary)
5.	A Thematic Approach to Curriculum Revision in Political Science	George L. Fouke (Progress Report)
6.	The Establishment of an Office of Research and Planning at the College of the Sequoias	Richard Jacobsen (Project Summary)
7.	A Survey of Public Information Practices in Northwest Community-Junior Colleges	Jane A. Johnson (Progress Report)
8.	Financial Aids Bulletin	Sam Louis Gadol (Project Summary)
9.	Preparation of Instructor's Handbook	Jack E. Williamson (Progress Report)
10.	A Self-Evaluative Approach to the Teaching of Writing	Ted A. Locker (Project Summary)
11.	Guidelines for Instructional Personnel	Jack S. Brown (Project Summary)

ADDENDUM

Three additional studies were submitted and discussed by workshop participants. Due to the nature and length of these project reports it was not possible to include them in the workshop proceedings. We wish, however, to recognize the effort which obviously went into these projects by listing them here.

Rev. Peter Green	"Report of a Self-Study of St. Gregory's College"
Dexter Moser	"Technicians, Our Greatest Manpower Need"
Charles H. Skinner	"Early Childhood Education Project"

Junior College Leadership Program
University of California - Berkeley

Project Summary
Jefferson E. Overholser
Spokane Community College
Spokane, Washington
July, 1967

ESTABLISHING AN ELECTRONIC DATA PROCESSING PROGRAM FOR SPOKANE COMMUNITY COLLEGE A COMPREHENSIVE TWO-YEAR COMMUNITY COLLEGE

The College

Spokane Community College is, in reality, an offspring of the new idea in higher education--the comprehensive two-year junior college. Our college features a combination of the liberal arts, vocational, technical, adult, trade extension, and distributive education programs. The problems of Spokane Community College are not only those of continuing growth but also of the vast amounts of expanding paper work that is required in all institutions.

Spokane Community College is located in a metropolitan area and has a two-campus college facility. The campuses are located approximately five miles apart with a central administration governing both campuses. The college originated four years ago with approximately 1,200 students. The total enrollment is expected to reach 3,200 to 3,400 day students and 3,000 night students for the fall quarter of 1967.

Purposes of the Project

The purpose of the original study was to establish an Electronic Data Processing system for Spokane Community College. The registration, recording, and reporting operations have been carried on heretofore under an outdated system. In order to cope with the so-called "Information Explosion" that is now of concern to all colleges and universities, every effort had to be made to improve procedures and to extend more services to the students, faculty, and administration. Facts about the institution, services to the state and nation, must be available rapidly and efficiently without costly duplication of effort.

It is thus necessary to provide an institutional memory which can be called upon to supply data of all kinds at any time.

With the tremendous growth of Spokane Community College it has become even more apparent that a much more efficient system is necessary to handle the vast amount of data necessary to carry on our collegiate operation.

Preliminary Steps

Careful investigation and study was first begun last year in preparation for starting the project. After evaluating several readings from leading authorities and talking to numerous registrars in institutions using Electronic Data Processing, several factors became quite apparent. Basically the Electronic Data Processing program must be designed for the individual institution. Consideration has to be given to the specific services desired, data processing equipment available, machine time available, where to obtain trained personnel, and costs for carrying on the program.

Final Objectives Determined

In order to make our program operational and efficient, extensive planning with the director of Electronic Data Processing was of the utmost importance. During the past year extensive planning has produced the chosen objective as our proposed program has been developed ahead of schedule. Original plans called for implementation for the fall quarter of 1967; however, the program is in full operation as of the summer quarter of 1967.

System Initiated

Our system was initiated on March 20, 1967 when the decision was made to use our new system for the summer registration when enrollment was relatively small so that all personnel could become familiar with procedures so that necessary changes could be discovered and made before fall quarter registration.

The program first developed around the basic needs and desires of the various deans and departments on a minimal basis. These needs included: registration, class roster sheets, grade reporting, probation lists, suspension lists, honor rolls, selective service reporting, state department reporting, transcripts, grade point computation, reporting to the various deans and department chairmen, high school grade reporting, public relations information, and transfer student information.

Equipment

With the assistance of the newly appointed director of Electronic Data Processing the entire program has been developed around the following equipment:

1620 Computer
1622 Card Read Punch
2 Disk Drives and Console Typewriter
407 Accounting Machine
026 Key Punch
548 Interpreter

085 Collator
519 Reproducer
083 Sorter

The above Data Processing equipment is used primarily for teaching purposes and, as a secondary function, may be used for our college operation. Occasional access to a GE115 Computer with an On-Line Printer is available. An On-Line Printer is necessary to a complete computer system, so actually our system is a compromise between a computer system and a punched card unit record system. This is evidenced by the large volume and variety of cards used in the system.

Considerations for Future

Particular care and far-sighted planning is necessary to schedule the machines when they are needed for the processing operations, so as not to conflict with the general instruction program.

Careful consideration has been given to developing and ordering the various forms, cards, and equipment needed for the coming year. Examples of the various forms, cards, and flow charts that have been developed to date are attached.

It has been extremely gratifying to watch our Electronic Data Processing program develop from infancy to a successful, efficient operation. No doubt changes must be made periodically to keep abreast of the changing demands placed upon our students, our institution, and our country. Certainly we feel that through such a system as we have developed we can look forward to better meeting this challenge.

Junior College Leadership Program
University of California - Berkeley

Progress Report
Alvin S. Okeson
Matanuska-Susitna Community
College
Palmer, Alaska
July, 1967

A STUDY TO DETERMINE THE FEASIBILITY OF ESTABLISHING A TERMINAL PROGRAM IN AGRICULTURE AT THE MATANUSKA-SUSITNA COMMUNITY COLLEGE

Project Proposal

The original concept of college training in agriculture was limited mostly to training for farming, ranching, and entry into government employment. The recent concepts and needs of agriculture have become so broad that colleges now offer preparation for careers in industry engaged in the processing of plant and animal products, in the manufacture of equipment and farm supplies, and the sales of equipment and farm supplies.

Many people who wish careers in the related fields of agriculture do not desire to complete a baccalaureate degree. Thus, many community colleges have instituted terminal programs leading to the Associate Degree. These programs are designed primarily for the individual who desires additional training, but does not wish to pursue training beyond a two-year period.

At the present time the training opportunities in Alaska in related agricultural areas are very limited. Because of these limited opportunities, those students seeking preparation in agriculturally related areas are compelled to attend a college outside of Alaska. It would appear that because of its location and available resources that the Matanuska-Susitna Community College would be the most feasible area in Alaska to initiate such a program. The Matanuska-Susitna Community College is located in the heart of Alaska's agricultural region. Also located in the Matanuska Valley is the Alaska Agricultural Experiment Station which is staffed with exceptionally well qualified personnel and would be an invaluable resource aid should a program be established. Thus, the purpose of this project is to determine the feasibility of developing a training program at the Matanuska-Susitna Community College for those who wish to enter the fields of industry as related to agriculture. The program would be designed for occupational competency at the completion of a two-year program.

Procedure

In order to better understand future developments in the area of agricultural services, major industries employing these kinds of people will be contacted. Such companies as International Harvester, Case Implement Company, the various fertilizer companies, and the major oil industries will be solicited for their predictions and recommendations. This study will also employ the assistance of a local advisory committee composed of people knowledgeable in agricultural services. This project will be conducted in cooperation with the University of Alaska, and will rely heavily upon their professional advice.

Progress Report

During the past year the study was initiated, but to a lesser degree than was originally planned due to increased student enrollment and added administrative responsibility.

The first step in initiating the study was to organize a committee, whose members by their training and interest could give impetus to this study. The committee consisted of representatives from the following organizations: the Alaska Agricultural Experiment Station, the University of Alaska Extension Service, a local farmer who is also the minority leader in the state House of Representatives, the State Department of Agriculture, and the State Board of Vocational Education. It should be understood that other people with specialized areas of concentration will be utilized as the need arises.

The committee's first area of concentration was to try to determine what key organizations in the state should be contacted for their reaction to such a program. The committee felt quite strongly that the key men in each of the organizations should be contacted whenever feasible and verbally informed of the intent of our study and their support solicited for this study. We have been encouraged from the response we have received and we are now in the process of mailing a questionnaire.

We anticipate that the study will be completed and recommendations submitted as to whether such a program should be established next year.

Junior College Leadership Program
University of California - Berkeley

Project Summary
Nancy Lee Butler and
Rosejean C. Hinsdale
Glendale Community College
and Phoenix College
Glendale and Phoenix, Arizona
July, 1967

STUDY AND DEVELOPMENT OF AN EFFECTIVE STUDENT ACTIVITIES PROGRAM FOR A COMMUNITY COLLEGE

The Problem

If the trend of our society is to continue to provide more and more leisure time, we must help students prepare to face this major problem of tomorrow. A student activities program is important not only to help meet the problem of increased leisure, but also to help each student develop socially. In addition, these activities enhance the value and appeal of the academic program.

Due to the junior college "open door" policy and the rapid turnover of student government leaders, it is necessary for administrative personnel to take an active role in aiding students to plan and implement an effective and all-inclusive program.

Project Procedures

During the summer of 1966, the operational procedures for carrying out our project were determined. Student activities directors at junior colleges in the Bay Area and Stanford were contacted. During the year materials concerning activities and community services programs were gathered from junior colleges and universities. Monthly meetings of the two associate deans of students preparing this report presented the opportunity for continual comparison and evaluation of these and of the Phoenix College and Glendale Community College activities programs. As both schools are in the same district, though one is urban and the other rural, it was felt a comparison of programs would be advantageous in determining differences in the student characteristics and in planning a program to provide optimum involvement of a maximum number of students.

Background Information

In 1963, the junior college system in Phoenix separated from the Phoenix Union High School District and formed the Maricopa County Junior College District. Phoenix College was the parent institution, and the two extensions were established on opposite sides of the county. On July 1, 1965, the District Governing Board approved the two extensions as separate colleges. Glendale Community College, eight miles northwest of Phoenix, would serve the western area of the county; Mesa Community College, 12 miles southeast of Phoenix, would serve the eastern section. Phoenix College, just north of the center of Phoenix, would continue to serve the metropolitan area. Thus, three junior colleges comprise the Maricopa County Junior College District, with one set of district administrative officers and each unit having local administrators to serve its campus.

Phoenix College: In operation since 1919, Phoenix College covers 45 acres and is in the process of rejuvenating and beautifying its campus. Enrollment was down this past year from a facilities-bursting 5,000+ full-time student equivalent in the day sessions and 8,000+ in the continuing education program as the total enrollment, to approximately 4,600 in the day sessions and approximately 6,500 in the continuing education program. However, it is still necessary to rent classroom and parking space from a nearby Jewish community center and local supermarket. Ages of students ranged from 15 to 84. There are no dormitory facilities as Phoenix College is totally a commuter campus.

Glendale Community College: In 1965, Glendale Community College operated on two separate campuses, using rented facilities. This past year it moved to its new facilities. The new campus is located on 120 acres (with an option on 40 more) and opened its doors in the fall of 1966 with 12 buildings. Fall enrollment was 2,400 students during the day session and 2,000 in the continuing education division. Ages ranged from 15 to 70 years and the average age of students in the fall was 22.4. Spring semester enrollment dropped to 2,100 during the day and 1,700 in the continuing education division. The average age of students during this semester was 27.2. All of the students commute since there are no dormitory facilities available.

Activities Programs

Phoenix College: Here the activities calendar is planned by a student-faculty committee chaired by the Associate Dean of Students. It is then submitted to the College Administrative Council for approval before becoming official. Forms are sent to all clubs, interest groups, and academic departments so they may submit their requests for dates. Conflicts are worked out by the committee and the groups involved.

Activities and events for the 1966-67 year included 46 different types and 185 specific events which were patronized by approximately 75,000 people, including students, parents, and patrons. Activities for 1967-68 include 34 types and 184 specific events. These figures include some drastic (according to the students) changes. Tradition has dictated that each sorority and fraternity have two dances during the school year. This next year each will have just one. More interest group activities are being planned, such as musicales in the Student Union, showing of French, German and Spanish films, and various types of seminars. Such events are part of an effort to further closer relations with area high schools and provide a community service as well.

Students have paid a $28 per semester activity fee, $19.50 of which went into the students activities budget and the balance to retire the revenue bonds floated to build the Student Center. An increase in the fee to $45 will go into effect this fall with the expectation that the portion going into the activities budget will be increased by perhaps $2. The student activities monies are budgeted by a student committee with one faculty member and the student deans as members. This budget is presented to the student governing body, the whole student body, the college dean, the district administration, and finally the District Governing Board for approval. These funds support the athletic program and the activities of clubs and interest groups under sponsorship of the Associated Students.

Glendale Community College: All social calendar events are scheduled through the office of the Associate Dean of Students. Coordination is accomplished by a calendar committee with representation from Fine Arts, Athletics, Admissions, Associated Students, and Continuing Education. Calendar planning is begun the spring semester with final schedule of events completed in May. Final athletic scheduling is completed during the summer months for the spring sports.

Money for student activities is allocated from day student activity fees. Students have paid $28 per semester for full-time study. Of this $19.50 went to student activities, while $8.50 was allocated to retire the revenue bonds. In 1967-68 student fees will be $45, with the student budget to receive approximately $20.

The student activities budget committee is composed of students and faculty advisors from the five Associated Student organizations, plus Honor Board, the Fiscal Agent, and the two student deans. The Dean of Students chairs this committee by virtue of administrative appointment. The student advisory committee approves the budget in its final form and it is then sent to the Executive Dean, the District President, and finally to the District Governing Board for final approval.

The continuing education division student government also has a budget for student activities. The students pay a proportionate fee, depending upon the number of hours they carry. None of this money is earmarked for athletics, as in the day student budget, therefore much more money is available for concerts, forums, lectures, and special programs.

The calendar of events for 1966-67 contained 27 different types of activities in which students and/or parent and/or community patrons could participate. Attendance estimates for these events total approximately 22,000 people. The calendar of events for 1967-68 contains 26 different types of activities to date, reflecting a transitional stage in student activities. Interest clubs may be formed at any time; special events can be added to the schedule as long as planning is done three weeks in advance of the date. Students are invited to suggest calendar changes to their representatives and it is hoped that a well-rounded student activities program will develop through cooperation among students, faculty, and administration.

Comparisons

In comparing the calendars we found the differences in activities indicative of the diversity of students on the two campuses. Sororities and fraternities are firmly established on the Phoenix College campus; to date no need for this type of organization has been shown on the Glendale Community College campus. The talent show, snow trip, and ice skating party are highly sucessful at Glendale, while at Phoenix so little enthusiasm was shown in the talent show it was cancelled, and no interest has been demonstrated for either a snow trip or an ice skating party.

Because of the size of the faculty (96), the officer-faculty luncheons have proved both practical and successful at Glendale. At Phoenix, due to the size of the faculty (200), it proved practical to have a luncheon for only the new teachers and the officers at the beginning of the school year.

Noontime patio dances at Phoenix have proved successful in reaching the campus minority groups, particularly the Negro students. (Minority groups include Negro, Spanish-American, and Indian). Glendale, not having a Negro population, has not found a need to provide special events to reach its Spanish-American minority. They attend the regularly scheduled functions.

In comparing the urban campus with the rural campus, we find a greater variety of minority groups in the urban setting. It is our supposition that the rural setting and smaller student body give a sense of belonging and a feeling of unity not found on the urban campus. This supposition is based on the fact that there has been less demand for interest clubs and no demand for fraternal groups at Glendale. Each campus demonstrated an equal interest in student government, with approximately 10 percent of the student body voting.

Conclusions

One conclusion reached is that more than a year is needed to develop an effective student activities program. Once developed, we realize it must be subject to constant revision. To do this revising effectively it will be necessary to have good communication among students, faculty, and administration.

It is possible to guide students in the planning of activities and thereby help them achieve a greater variety of experiences. It would depend upon one's interpretation and set of values as to whether this is a beneficial approach--or even an acceptable technique.

The age span of the student body is indicative that efforts must be made to include events on the activities calendar which appeal to the various age groups.

Tabulations of activities at both campuses showed great similarity in the types of events scheduled, supporting our belief that a comparison of the two calendars will continue to be beneficial to both groups.

Junior College Leadership Program
University of California - Berkeley

Project Summary
David E. Du Vall
Skagit Valley College
Mount Vernon, Washington
July, 1967

THE PLANNING AND CONSTRUCTION OF NEW EDUCATIONAL FACILITIES AT SKAGIT VALLEY COLLEGE

Scope of Project

The Board of Education approved the President's recommendation that I act as administrative assistant in charge of the planning and construction of future buildings at Skagit Valley College. A study and survey for a physical education field house was then authorized. Due to failure of the current legislature to appropriate and allocate monies for construction at our institution, we have been forced to postpone this construction until 1969.

The correct procedure and policy to follow in planning future buildings was my designated project for the workshop at Stanford and the University of California. The references found in the Stanford School Plant Laboratory have been of great value to me in organization of policy.

As we realize, a successful building program requires the participation of many persons, careful coordination and scheduling of a diversity of activities, and sufficient time to plan and execute the program.

The guidelines of established school plant planning and construction make it imperative to use staff, department heads, educational consultants, and citizens of the community in implementing a plan.

The site for the field house was previously selected when a similar building committee representing all the faculty and the Board of Education established an overall plan for the campus. The physical education field house was ideally placed on the master plan to meet future needs and the demands of the various agencies of the college and community.

Building Committee Established

Our initial step was to establish a building committee consisting of the entire physical education staff, heads of physical education department, the night school director, student officers, and several citizens of the community. The physical education staff through many meetings and visitations analyzed the educational needs and developed the educational specifications for each separate program to be offered in the building. The educational specifications were cooperatively developed by faculty and department heads and finalized in written form with a full description of each program and its underlying philosophy. All facilities and equipment were listed.

Analysis of Education Needs

We analyzed the educational needs of the community, using the entire committee of staff, department heads, students and lay citizens. The following desirable outcomes were accomplished:

1. Increased understanding of the staff.
2. Increased the awareness on the part of laymen of the objective method.
3. Developed a better understanding of the student in the role of the building.
4. Developed functional plans to meet more fully the needs of our community.

Board of Education Functions

The board of education in a school district has definite functions and powers to perform in regard to construction of school plants.

1. Authorize the study of the educational program.
2. Authorize the survey.
3. Establish the site criteria.
4. Authorize the educational specifications.
5. Select architect, consultants and legal advisor.
6. Authorize preparation of architectural drawings.
7. Decide when to proceed with drawings.
8. Authorize expenditure of funds at each stage.

Current Status and Future Plans

The first four functions of study, survey site and educational specifications have been fulfilled by the school board, but due to the lack of financial aid at this time the board cannot legally hire an architect. An architect has been selected and has been gathering data on a non-contingent basis. We hope to implement our building program in the near future.

The architect, upon being contracted by the Board of Education, will have two phases to his planning:

1. Designing the project.
2. Preparing the working drawings and specifications and contract documents.

Upon the Board of Education's approval of the working drawings and specifications, the bids will be secured. The architect invites reputable builders to participate in the bidding.

The architect under the usual arrangements has the following duties to perform during construction.

1. Notify the school board and contractors of certain duties, such as insurance, while the building is being constructed.
2. Prepare additional detailed drawings and changes.
3. Check and approve shop drawings.
4. Keep records of quantities and qualities of materials.
5. Supervise in general.
6. Contractor will receive orders through architect only.

Junior College Leadership Program
University of California - Berkeley

Progress Report
George L. Fouke
University of Colorado
Boulder, Colorado
July, 1967

A THEMATIC APPROACH TO CURRICULUM REVISION IN POLITICAL SCIENCE

Project Summary

My project concerns curriculum revision in political science as taught at the two-year college level, with emphasis on developing a problem or thematic approach which would synthesize various factors deemed essential to an understanding of the political science outlook but which at the same time would fit into an interdisciplinary approach to the social studies.

Development of a Schema

Modernity was selected as the central theme, and a scheme was developed by which the student could selectively place any given nation-state at any particular century of its existence into the evolving pattern of modernity. It is believed that this schema underscores and activates the particular approach which political science as a discipline contributes to problem understanding, and yet frees the student from the prejudices and overemphasis of that discipline, and consequently frees the student to examine the problem of modernity from the perspective of a multi-disciplinary approach. Thus setup, this schema could be used as the core of an integrated course, or as one of several cores in an integrated course in the social studies.

Examination of the Literature

Fundamental to the development of this schema and the opting for a "synthesis approach" to subject matter was the necessity to identify without question that there was a close relationship, though vague and indirect in some respects, between curriculum revision and theories of knowledge as expounded by political theorists. My approach here was to accent that curriculum revision had as distinct and profound a theoretical justification from within the political science discipline as from without in educational psychology.

This section of the project began with an examination of Leibnitz' concept of innate ideas and progressed through Locke's disproving of innate ideas and advocating of experience, through Kant's concept of no innate ideas but existing schema of thought organization, through Hegel's concept of schema of thought organization being a part of a universal pattern of historical evolution, to Dewey, and finally to today's behavioral approach as currently being advocated by Karl Deutsch, Gabriel Almond, James Coleman, and other political scientists.

The Final Project

The final project, then, will consist of a section concerning theoretical justification, a section on modernity as a concept, and the bulk of the project of a detailed lecture outline.

This course will be used in 1967-68, evaluated, and discontinued or revised as evalu

Junior College Leadership Program
University of California - Berkeley

Project Summary
Richard Jacobsen
College of the Sequoias
Visalia, California
July, 1967

THE ESTABLISHMENT OF AN OFFICE OF RESEARCH AND PLANNING AT THE COLLEGE OF THE SEQUOIAS

Background

Recognizing the necessity for pertinent institutional research on our junior college campuses, the California Junior College Association authorized a Standing Committee on Research and Development in 1964. One of the first projects of this committee was to encourage and request each of its member schools to designate one person on each campus to coordinate its individual campus institutional research programs. The Research and Development Committee then instituted a yearly conference of those persons designated to handle institutional research in order to exchange experiences and give direction to the junior college institutional research movement.

The major institutional research effort at the College of the Sequoias has traditionally been conducted by staff in the Student Personnel Center. Most studies have shown that this is historically consistent with institutional research programs of other junior colleges.

Duties of Office of Research and Planning

In 1965, the College of the Sequoias established certain parameters for the duties of the Office of Research and Planning. After reviewing a great deal of literature and visiting other community college campuses, it appeared that most junior colleges were doing some institutional research, but that this research was conducted only when time permitted from other financially reimbursed activities, such as federal and state grants. True, each governmental application represents a great deal of research, but this time-consuming effort is more of the accounting type of procedure rather than of true experimental research. There was general agreement among the junior college leaders that institutional research should cover a wide latitude and encompass both formal and informal studies conducted by any group or individual on the campus pertinent to any part of the college or its operation.

Responsibilities of the Director

By establishing an Office of Research and Planning at the College of the Sequoias it was hoped the office would perhaps coordinate all institutional research on the campus, but certainly not monopolize it. With this in mind, the following duties and responsibilities for the position of Director of Research and Planning were assigned:

1. Developing and conducting a comprehensive program of institutional research to provide the faculty, the administration, and the Board of Trustees with accurate information for decision-making.
2. Assisting staff members in designing, organizing and completing institutional research studies.
3. Reviewing pertinent research of other institutions and calling it to the attention of appropriate staff members.
4. Cooperating with other appropriate agencies in the planning and conducting of studies.
5. Coordinating the exchange of data gathered through institutional research between this institution and others having similar educational objectives.
6. Maintaining a central file of all institutional research done on the campus and pertinent research done by other junior colleges and institutions.
7. Coordination and application for federal and state grants.

The last item listed will of necessity receive top priority.

Junior College Leadership Program
University of California - Berkeley

Progress Report
Jane A. Johnson
Spokane Community College
Spokane, Washington
July, 1967

A SURVEY OF PUBLIC INFORMATION PRACTICES IN NORTHWEST COMMUNITY-JUNIOR COLLEGES

Statement of the Problem

Community-junior colleges have public relations problems--but so does every educational institution. Junior colleges have vast potential, however, possibly the greatest in the entire field of education. If we are to meet these problems and capitalize on this potential, we must establish effective public relations programs, individualized to suit the particular college's purposes, functions and available resources.

Never before in our history has there been such general interest and controversy about education. If we are to be accepted by prospective financial supporters, public or private, have students sent us by high school counselors and parents, have our graduates accepted by senior colleges and by business and industry, and if we are to maintain faculty interest, we need understanding. Attitudes of our publics will seriously affect how well we do our job.

Definition of Terms

For the purposes of this study, the terms "public relations," "public information," or "community relations" may be used interchangeably. They are defined as those college-initiated activities which (1) further public understanding of education, and (2) provide college authorities with an understanding of public opinion in order to help the college improve its educational functions in society.

Scope of Study

The objective of the project was twofold: first, to determine the status of public relations in Northwest community-junior colleges with special reference to Washington two-year institutions, and secondly, to design a sound plan for the organization and implementation of Spokane Community College's public relations program.

The study was based on (1) a review of literature, (2) interviews with recognized practitioners in the college, university public relations field, (3) case studies of two-year colleges considered to have strong public relations programs, and (4) a questionnaire survey of the organization and practices of public relations in Northwest community-junior colleges.

Procedure

The first step in the study was to construct a questionnaire. The questions were grouped into three separate interview areas: (1) General Information, (2) Internal Public Relations, (3) External Public Relations.

The questionnaires were designed to elicit from the respondents their views concerning the policies and practices of public relations in their respective institutions. The questionnaires were sent to the presidents of the community-junior colleges in Washington, Oregon, Idaho, Montana and Utah with the request that the person in charge of the public information-community relations program complete the enclosed survey forms.

Progress to Date

Out of the 33 questionnaires distributed, 76 percent were returned.

The responses were tabulated and simple percentages were computed. Summaries were compiled from the primary tally sheets. In interpreting the data consideration was given also to statements submitted by respondents in reply to open-end questions contained in the survey.

Final Steps

The final step, developing a public relations handbook for Spokane Community College, will be based on the results of the survey, interviews and readings.

It is not intended for the SCC public relations program to serve as a blueprint for every community-junior college. But it is intended that the future plan can serve as a point of departure from which any two-year institution could adopt a handbook to suit its own individuality, capabilities and needs.

Final results of the questionnaires and the public relations handbook will be available in fall, 1967.

Junior College Leadership Program
University of California - Berkeley

Project Summary
Sam Louis Gadol
Santa Barbara City College
Santa Barbara, California
July, 1967

FINANCIAL AIDS BULLETIN

As a second year student in the JCLP I grasped this opportunity to use the "Projects" assignment to make a greatly needed contribution to my college and its financial aid program.

Background

Santa Barbara City College is a two-year public junior college dedicated to fulfilling the educational needs of the youth and adults of the community. It offers technical-vocational training, lower division transfer curricula, and general education courses for the enrichment of the student's personal and community life.

The college is accredited with the Western College Association. All courses equivalent to university and college work are accepted by all accredited colleges and universities in the United States.

Student Expenses

There is no tuition for students who are 21 years of age and who live in California, or who are minor students whose parents or guardians are residents of California. Those who must pay tuition are:

Minor students whose parents or guardians are out-of-state residents
Foreign students (regardless of age)
Rermanent visa students less than 21 whose parents are not residents
Non-resident military personnel and/or dependents

At the time of registration, each student must make a statement of residence. Non-resident students are required to pay a fee of $11.00 per unit, up to a maximum of $165.00 per semester.

Each student purchases his own textbooks and supplies. Associated Student Body membership fee is $7.50 per semester. Excluding living and transportation costs, expenses should come to approximately $100.00 per year.

Financial Aids

Students in need of financial assistance to meet expenses beyond their own resources may qualify for scholarships, loans, and part-time work.

Scholarships: The scholarship program is under the supervision of the Faculty Loans and Scholarships Committee. Students may apply at the Student Personnel Office for listings of specific or general scholarships. The grants, many of which are sponsored by various civic-minded individuals, clubs or organizations in the community, generally range from $50.00 to $300.00. They are awarded annually on the basis of scholastic achievement, financial need, probability of success, character, and integrity.

Students are urged to check the bulletin boards regularly for listings of new scholarships that may become available each semester. Information is also available concerning scholarships and other financial aids at institutions where students will be doing upper division work.

Loans: Students are encouraged to begin their college careers with funds sufficient to complete at least one semester. Short-term loans up to $50.00 are available to students in good standing who have established themselves at the college. Students needing emergency assistance may apply at the Student Activities Office.

The Students' Emergency Loan Fund was made possible by the generosity of the following:

Julia A. Bramlage Memorial Fund
George E. Browne Memorial Fund
Business and Professional Women's Club
Epsilon Sigma Alpha, Theta Upsilon Chapter
Josephine Ferguson Memorial Fund
Mr. and Mrs. Jerry N. Harwin
Santa Barbara Surburban Kiwanis Club
Las Leonas de Santa Barbara
Phi Beta Lambda, Santa Barbara City College
California Congress, Parent-Teachers Association
Santa Barbara Rotary Club
Mr. and Mrs. Frederic Slavin
Arnold Van Wyk Memorial Fund

The Guaranteed Bank Loan Program provides eligible students with loan funds through certain local banks and other financial institutions. Application blanks and additional information may be secured at the Student Personnel Office.

The National Defense Student Loan Program provides eligible students an opportunity to make long-term loans at a low interest rate.

Special consideration is given to students planning a career in education or in certain other majors. Application blanks may be obtained at the Student Personnel Office.

Part-time Employment: The Student Placement Service assists students in securing part-time or vacation employment. Whenever possible, students are placed in jobs for which they will be best suited in terms of interest, aptitudes, and past work experience.

The College Work-Study Program provides a limited number of on-campus jobs for those who qualify.

All applications should be made in person at the Student Placement Office in Room 205 of the Administration Building.

Conclusion

In conclusion, as enrollment increases so does the need for more scholarships, loan funds, and opportunities for part-time employment.

Santa Barbara City College takes this opportunity to publicly express its appreciation to the many contributors and supporters who make this financial aid program possible.

Interested individuals or organizations desiring further information should contact the Student Personnel Office on the college campus.

Junior College Leadership Program
University of California - Berkeley

Progress Report
Jack E. Williamson
Merced College
Merced, California
July, 1967

PREPARATION OF INSTRUCTOR'S HANDBOOK

Time Element

In order to be of value during the 1966-67 school year, a handbook had to be available for pre-school meetings of the faculty and staff of Merced College. The 1966 workshop ended on July 29, and haste was needed in order to prepare and duplicate the desired handbook. The prior Dean of Instruction had a handbook that needed to be considered for effectiveness and this was the first step to be taken. It was determined at this time that the handbook should be as complete as possible in order to serve as an in-service instrument, especially since we expected eleven new full-time and sixteen new part-time instructors to join the staff.

Faculty Considerations

The College had a faculty of forty-three full-time and fifty-one part-time people. The full-time faculty consisted of some veteran teachers (nine of whom had just been awarded tenure). Some of these had junior college experience and others had high school experience that amounted to several years. Others had a limited amount of experience and some had none at all. Degrees ranged from the M.A. or M.S. to no degree at all in the case of some instructors in the vocational fields.

The part-time faculty consisted mostly of high school teachers from within the junior college district and a few from grade schools or the Merced County Schools Office. Others were teaching on the strength of practical experience with no actual classroom experience.

The diversity of the faculty background and experience made a comprehensive handbook a necessity.

Information and Format

What was to be included and in what detail seemed the most important detail to be determined. The format needed to be commensurate with the material included in order to insure usability of the handbook as a service to the instructor.

A few sample handbooks were received from members of the 1966 Junior College Leadership Workshop and some were obtained from schools that I had occasion to visit. These offered some ideas as to content.

The general categories of format were determined and usable information considered. A numbering system was contrived to make revision and replacement of sections or items as simple as possible, as well as to help locate needed information. This numbering system was not as successful in item location as had been hoped for.

Subsequent Adjustments

At mid-year the Assistant Dean of Instruction met with me concerning in-service training of part-time instructors. One result of the meeting was the preparation of a Part-Time Instructor's Handbook which was made up of the items more pertinent to part-time responsibilities and duties. These items were selected from the regular handbook and presented in a much smaller edition.

At the present time the 1967-68 Merced College Instructor's Handbook is being prepared with considerable revision because of the move from temporary to permanent quarters on the new campus. Additional board policy statements are being added, an index prepared, and other minor revisions within the framework of the general format are being accomplished.

Results of Workshop Report and Critique

It is my present thought that this material can be arranged so that upon duplication, handbooks of varying degrees of detail can be prepared for tenured, probationary, and part-time instructors. My continuing goal will be to work this idea out for future implementation.

The numbering of items of interest in the California State School Code should suffice rather than to reprint these itmes in the handbook. Also, Merced College Board of Trustee Policy Statements could be eliminated in favor of having Board Policy handbooks available for use in the professional library.

Junior College Leadership Program
University of California - Berkeley

Project Summary
Ted A. Locker
Fresno City College
Fresno, California
July, 1967

A SELF-EVALUATIVE APPROACH TO THE TEACHING OF WRITING

The Process

This is a summary of a new approach to the teaching of English. It is really rather a simple process consisting of self-discipline and an immediate evaluation on the part of the student.

Writing, as it is treated in the following discussion, is a process whereby the student learns by doing and in turn becomes a better writer of English by developing a feeling for the language through self-realization of what good writing is. The student is not asked to formally analyze the language since this approach has not proven to be a successful way to teach most students to write. Rather the student is made to feel "comfortable" with good writing as he reads contemporary periodicals.

Fundamentally the writing portion of the class consists of copying, proofreading, and summarizing the material copied.

Someone once said that imitation is a good way to begin the practice of writing but a poor way to end. Or as Joseph Addison said in The Guardian, "In imitating great authors I have always excelled myself." And to know good writing there can be no better method than to copy good writing. It has been found through self-analysis on the part of the students that after a period of time in copying good writing, there is a carryover of this writing style to their own writing. It is realized that this method is only a beginning and that in a semester it is extremely difficult to do a thorough job in a task that should take much longer.

Purpose

Once the student comes to the conscious realization of what good writing is, he will have the confidence to write acceptable sentences without gross errors. Student interest is maintained through this program of writing because he is writing from areas that are current and commanding of his respect and because he has considerable latitude in his choice of material from which to write. Student interest is also maintained because he is meeting with success in his attempts to write. Frequently this feeling of success in writing is the first the student has had since beginning writing or "English" in his school life. If he is willing to exercise a minimum amount of self-discipline, he cannot help but feel success from this program.

Primary Assignment

The students are told that their primary writing assignment will consist of copying each evening of the week for a period of ten minutes. This copying will be from a contemporary periodical in an assigned area. The area will be changed each week and is to be chosen from one of the fields of their lower division requirements. The last two weeks of writings are selected from writings on education, contemporary or otherwise. Following the ten-minute stint, the student proofreads his efforts for handwriting, good form, proximity to the original, and completeness of documentation following the MLA Style Sheet. The good form mentioned consists primarily of using a fountain pen and black or blue ink, adequate margins, writing on every other line of the paper, and a conscious effort to improve handwriting. The student further completes each evening's effort by underlining a minimum of five words in the writing exercise and supplying on the blank line above the marked word a suitable synonym or a brief definition that could replace the original word in context.

Self-Evaluation

Each class period is started by the student answering all or a portion of the following questions, using good form, on the back of one of his writings, writing a complete thought:

Did you write each evening as requested?
Did you write for a ten minute period?
Did you think of good form as you wrote?
Were you conscious of the areas for need of improvement as noted on your California Language Test?
Did you proofread with care your written text and footnotes?
Did you read the remainder of the original text?
Did you do the vocabulary words with a sincere effort?
Have you noticed a "carryover" into other classes as a result of this writing process--a maturity in your writing?
What was the total time spent on your writing assignment?
What was the number of words per minute written?
Paraphrase or summarize the total article read.
Did you concentrate on writing in phrases?

Success of Program

The presented writing program is successful. The pre-post test given and the instructor rating sheet both show promising results. There are many facets in this writing process to be explored, but it is felt that the communication areas of listening, speaking, reading, and writing are all utilized in this process and especially the hardest of all to learn--writing.

Junior College Leadership Program
University of California - Berkeley

Project Summary
Jack S. Brown
Clatsop Community College
Astoria, Oregon
July, 1967

GUIDELINES FOR INSTRUCTIONAL PERSONNEL

1. Teaching Load. As a general guideline, it is recommended that a load consist of no more than 20 contact hours, or exceed four subject area preparations. Payment for overloads will be made in the Spring term, averaging the year's loads.

2. A leave of absence may be granted for the good of the institution and faculty member for a one-to two-year period with prior approval of the Board of Directors and the recommendation of the administrator.

3. An instructor may apply for a one-year sabbatical leave under the following conditions:

   A. Candidate must have a minimum of six years' continuous full-time (9 months or more) employment with Clatsop Community College prior to accepting sabbatical leave.

   B. Sabbatical leave will not be automatic, but will be granted by the approval of the Board after consideration of the proposed purposes of the candidate's sabbatical leave, accessibility of a temporary replacement, etc.

   C. The remuneration to be paid during the faculty member's sabbatical leave will be considered as a loan and will be forgiven upon the completion of the employee's second year of post-sabbatical service with Clatsop Community College or at the discretion of the administration.

   D. The sabbatical leave pay to be given as follows:

6 years' employment	50 percent of salary
8 years' employment	70 percent of salary
10 years' employment	100 percent of salary

4. At the request of the Administration, a faculty member may be required to take specific course work. Instructors are expected to maintain their teaching certificates at their own expense. If an instructor is required by the Administration to complete course work not a part of his (or her) certificate requirements, he (or she) may receive tuition reimbursement or be under contract.

Full-time instructors at Clatsop Community College and their spouses will enjoy free tuition benefits for all classes attended at the College. The exception to this would be all Extension classes offered at Clatsop Community College through Division of Continuing Education.

5. Reasonable notice (as defined below) shall be given of the decision to terminate (nonrenewal) an instructor's employment. Notice shall be given to those instructors having one or more years' service prior to February 1 of the contract year.

6. Academic Freedom: Academic freedom is essential to those purposes (of institutions of higher education) and applies to both teaching and research. Freedom in research and teaching is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

   The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

   "The college or university teacher is a citizen, a member of a learned profession, and an officer of an education institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others and should make every effort to indicate that he is not an institutional spokesman." (Taken in part from Staff Personnel in the Public Schools, page 291)

Approved by the Board of Directors, Clatsop Community College, Astoria, Oregon, May 1 and 18, 1967.

VII. EVALUATION OF THE 1967 WORKSHOP

Junior College Leadership Program
University of California - Berkeley

EVALUATION OF THE 1967 WORKSHOP

The workshop evaluation was carried out in two phases. During the last week all participants were asked to write an evaluation citing the strengths and weaknesses of the workshop and to list their recommendations for future workshops. These evaluations could be either signed or unsigned as the participant desired. The second phase involved an oral critique and discussion participated in by the director and co-director of the workshop. For this purpose approximately two hours were set aside on the last day.

The results of the evaluation process can be categorized as follows:

Strengths

1. Without exception the participants felt that the leadership of the workshop was one of its strongest features. This was largely due to the presence of our guest director, Dr. Clyde Blocker, who, in addition to his expertise, gave unstintingly of his time to all aspects of the workshop.

2. It was felt that the collegial and permissive atmosphere of the workshop provided the optimum environment for a frank yet friendly and professional consideration of all issues.

3. Great appreciation was expressed for the fact that participants themselves were able to determine the curriculum and course of the workshop. This was accomplished through use of participant-written case studies, project reports, selected visitations and guest speakers.

4. Appreciation was widely expressed for the quality of the presentations by guest speakers, and for the fact that within a three-week period participants were able to hear many of the leading figures in junior college education.

5. The case study method utilized throughout the workshop was generally considered to be good. Appreciation was expressed for the easy informality fostered by this method and for the pragmatic approach inherent in the use of case studies.

6. The timeliness and pertinence of the issues raised, if not resolved, at the workshop drew the favorable comment of the participants.

7. The opportunity to share problems and experiences with other administrators of diverse backgrounds and from a wide geographical range was considered a major asset of the program.

8. With some exceptions noted below, the physical facilities and arrangements were considered to be outstanding. A note of appreciation

is due here for the efforts and cooperation of the Residence Halls staff and to the Extension Division of U.C., Berkeley.

9. Finally, the participants felt the workshop had been particularly influential in promoting sensitivity to and awareness of personal relations vis-a-vis administration and in expanding personal perspective.

Weaknesses

1. Several participants had reservations about the use of case studies. It was generally felt that role-playing was not successful and that the case studies were sometimes belabored.

2. Although the facilities were generally considered excellent, the lack of private telephones and charging for missed meals were considered drawbacks.

Recommendations

1. It was suggested that attention be given to the concept of sensitivity training or that a guest speaker be invited to talk on this subject during the workshop.

2. It was recommended that several panel discussions involving junior college presidents, university professors, and faculty members be held. Such discussions would focus on topical problems.

3. Several participants suggested that it would have been valuable to spend time with their colleagues in equivalent positions on the campuses visited.

4. It was suggested that not all project reports were of value to all participants and that the group might select those it wished to hear and discuss thus eliminating some of the less pertinent reports.

In general, the directors were pleased with the course of the workshop and with the contribution of the participants. The reactions to and evaluation of the workshop by the participants were well received.